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Your Schoolbook and Library Number

Here is the 1945 Schoolbook and Library number of your journal. As a feature of this issue, each year we invite publishers to submit titles of recent books which they consider suitable for use as textbooks, reference books, and library books in Catholic grade schools and high schools. The response to this invitation has supplied most of the material for the 1945 list of recent books on pages 37–43 of this issue. In addition, many publishers describe their recent books in advertisements in this and other issues of THE CATHOLIC SCHOOL JOURNAL.

Several articles in this issue discuss the duties and responsibilities of teachers and librarians in encouraging the reading of good literature and the guidance of students in choosing well the food for their minds.

Catholic Press Month

Our schools are urged, during the month of February, to do something special to make their pupils readers and apostles of the Catholic press. Each pupil in the grade school should be a subscriber to one of the Catholic children's newspapers. In the high school, the students should read all of the contents of Catholic magazines, such as *The Queen's Work*, which are written on their level. They should learn, too, to choose from the diocesan weekly and approved adult magazines the articles that they ought to read.

N.C.E.A. CONVENTION CANCELLED

The 1945 convention of the National Catholic Educational Association, which was to be held during Easter week at Atlantic City, N. J., has been cancelled because of the present emergency in railroad transportation.

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The CATHOLIC SCHOOL JOURNAL

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The Librarian in the Elementary School

*Sister M. Celeste, O.P. **

THIS article was not written for librarians; neither does it lay claim to setting standards of librarianship in the elementary school library. Because the librarian's position in this field of education is not as well defined as is that of the high school or the college, she is too often detailed to every other duty in the school program save that of her job as librarian. Consequently, it will be the purpose of these papers to show the uninitiated in the field what a school librarian would do all day, were she given the opportunity, as also to view her position in relation to her co-workers in elementary education.

A School Officer

If we accept the library as a vital part of the school system, and not merely as a place to keep the overflow of books, nor as an outlet for material that can be made accessible in no other way, nor yet as a means solely to foster wholesome recreational reading, then the school librarian has a distinctive part in the educational program. And she should be allowed to fill that part in her capacity as librarian. To expect her to take up the work of the library after having spent a full day in the classroom while untrained assistants have been left in charge of routine duties is putting just another duty upon a teacher who is willing to take it on, but it is not librarianship.

A school librarian's duties, briefly classified, may be said to be of two kinds—administrative and curricular. In essentials these differ not at all from like duties that fall to the high school or to the college librarian. It is her work to equip the library and to house the books and the other library material, and to administer these collections required for the educational program of her school to the best advantage of all teachers and pupils. Consequently, if the school library has not been previously planned, or if needed changes or adjustments are to be made, it should be her concern to select and plan the location of the room; to plan the lighting, heating, and ventilation arrangements; and to select and determine the arrangement of the furniture, shelving, and other sundry equipment. Her training, and often also her experience, has taught her how necessary is attention to such matters to insure reasonable

quiet and comfort for the increase of efficiency in her department in the school unit; and the librarian who insists upon it is not being a stickler for insignificant matter; she is carrying into action the definition of library service, which is all too often wrongly determined only by the amount of time spent at the circulation desk. Important as this routine work of issuing books may be, it is, nevertheless, only a very small part of the library service rendered by the school librarian.

A Purchasing Agent

In the elementary school system, as in any other, the librarian is the logical person to allocate the amount to be spent for library needs. Her training has equipped her with the necessary information as to how this can be done on acceptable standards; and though she may seldom find conditions in her library such that she can carry out the practice literally, she knows, nevertheless, where and how the needs of her library arise, and how best to meet these needs. It is part of her duty as administrator to keep in touch with the literature published in the field in which her library operates, as also the best sources from which to purchase this material. This does not imply that she make choice of the titles included in the year's purchases; on the contrary, that should be the function of the teachers in the respective grades, but final selection and central purchasing will obtain less useless duplication of titles, less waste in purchasing procedure, and a better balance in the book collection.

As viewed by an outsider, the purchasing of books and other library materials seems an inconsequential task for the librarian—just a matter of sending a government postal card—yet, if this purchasing is done with a view to getting and giving the best service, it is not as insignificant as it appears. True, in a small elementary school library, large volume orders rarely occur; yet whatever purchases are made, whether large or small, must be checked; first, against duplicates or such near duplicates as are already in the library; second, against correct information as to author, title, copyright date, and pub-

lisher. Though the library is small, this is likely to entail considerable work; perhaps it is more nearly correct to say that, in a small library, it entails more work, since there the necessary tools are often not at hand; but a librarian who checks all such matters carefully saves herself much unnecessary correspondence and her budget needless drain. If the book collection is found not to serve the school adequately—if there are gaps in some sections and duplicates in others, the inadequacies may more often than not be traced to these causes: either the librarian has not been free to make purchases in the fields in which she has seen real needs, or she has not been able to check properly, and useless duplicates encumber the shelves.

Not all book purchasing in the elementary school library will be done at the recommendation of the teachers. There are two general groups which will be chiefly the concern of the librarian. The first is the reference collection, which, though simple as it is, requires the careful consideration of the librarian. With regard to this collection, she must be able to supply the best, and more often as not, supply convincing proofs that it is the best in the field. The second group of books which is not so obviously her domain alone, but about which she will be fully as much concerned as any of the teachers in the school, is the collection of books for boys and girls which supplies inviting reading apart from direct class utility. In this group she must know what is truly excellent in all fields and grades. In order to ascertain what are the reading interests of the boys and girls, she must do some desk work daily, for it is chiefly through requests that come to the desk that she learns their needs, and by personal contact that she can help the teachers to develop the tastes of these boys and girls in directing them to vital leisure reading. But all this activity is time consuming.

A Cataloger

School librarians sometimes do not catalog their school collection of books; in public schools this generally is done at a central cataloging department; but wherever the school is more nearly an independent unit, as is the parochial school, this task of cata-

*Sisters of St. Dominic, Racine, Wis.

logging also falls to the librarian, and it is not one that can be delegated to any but a trained person. Regardless of how simple is the cataloging done in an elementary school library, all entries must be correct; incorrect work is futile. Correctness requires checking

with authoritative sources. Experienced librarians know that not only is it important to have this correct information, if any effort at information is present, but also that the delegation of this work to untrained persons is, in the main, unsatisfactory. The mechan-

ical preparation of the books for cataloging, as pasting of pockets, date slips, and the lettering on the back of books can be done by someone not specially trained in librarianship—often by pupil assistants—yet every one of these processes needs direction, supervision, and inspection; for accuracy and uniformity are as essential here as in the other processes of cataloging. Very few elementary school libraries that do their own cataloging purchase printed cards, though the outlay is of far greater advantage than a mere saving of money. If the librarian makes her own library cards, it is her task solely and alone, one that cannot be delegated to an untrained helper. It is not unusual to find that when adults type copies of cards from unit cards made previously by the librarian, a certain amount of proofreading and editing needs to be done. Filing of the cards and keeping the catalog up to date are exacting tasks that must be done accurately and with care, if the catalog is to be of any service at all. In a small school library, revision of the catalog does not entail as much work as in the more detailed files, but it requires some attention. This consists chiefly of removing cards for books withdrawn from the library, renewing of such cards as have become illegible through much use, closing of entries for authors if dates are used, making of analytics as the need for these arises, and making the necessary tracings for these.

In spite of the fact that the school librarian keeps her card catalog entries as complete and accurate as is possible for her to do, necessity from time to time demands that she make special lists of books on subjects found in the school library. These lists, if made for repeated use, require revision and renewal, if they are to be of use to successive teachers, as also the same teachers in successive years. In an elementary school library the picture file holds almost equal rank with the book collection; it is a greatly needed and valuable asset; but in order that it may serve the purpose for which it exists—to be useful to the entire group of teachers and pupils—it must be made with reference to the needs of the curriculum, in addition to supplementing the book collection. More often than not these pictures are secured from advertising matter about books or authors, and an alert librarian utilizes all such material. Much of this will be for repeated use, and therefore it must be organized, arranged, and classified in accord with standard practice, and, because of the nature of the material, requires mending, renewing, and weeding.

In a school library considerable time and attention must be given to mending books. Here, as anywhere, a stitch in time prolongs the usefulness of a book many times over. Then there is the training and supervision of the student helpers, the checking of overdue and lost books, the daily statistics to be kept, reports to principal and other officials, if these are made, all of which form a part of the librarian's administrative duties.

A Teacher

In addition to preparing the material for use in the curricular work of the school and supervising its use, it is the duty of the librarian to teach the knowledge and use of books and other library tools to the pupils, and frequently also to the teachers. Instruc-



The Old State House at Boston.

Photo by Martha E. Bonham

tion to the latter is given to acquaint them, especially new members of the faculty, more specifically with the content of the library. Conference with teachers on what the school library has to offer by way of enrichment of the curricular work will go a long way in stimulating to greater enthusiasm. Even senior members of the teaching staff also have need of information, for every library that is alive subtracts some titles annually and adds others. Teachers in an elementary school system require little more than the afore-mentioned conference if they cooperate with the librarian in the book selection. If they do not, then the librarian has additional problems of an instructional nature.

Regular and progressive instruction in the use of books and the tools of information in the library should be given to the pupils, beginning at the first-grade level, and that as soon as these little folk are able to write their names. Starting with the simplest form of how to find and withdraw a book, the lessons should cover all the material used throughout all the grade levels. In the upper grades the instruction in the use of tools such as *The Readers' Guide to Periodical Literature* is best given before some subject of investigation is assigned by the teacher. This makes necessary that the teacher requiring the work not only inform the librarian of the subject to be investigated, in order that she may arrange and call in such material as is needed for the project, but also provide opportunity for the librarian to give the necessary instruction in the use of the material and tools. Generally, a part of the class period should be reserved for the librarian's instruction in the use of the tools required, and another part of a class period to the actual practice of finding the subject matter assigned. Experience has proved to every teacher that no matter how often the instructions have been given previously, pupils forget details of a library quickly, unless constant use is made of it. Too often even college students think that they must find all the information on an assigned subject for investigation between the covers of a single book. If pupils can be familiarized thoroughly with the simple reference tools found in an elementary school library and use these profitably in their search for subject matter, they have made an appreciable progress toward wider learning and more intelligent study in high school and college classes. To help them develop this is partly the function of the school library and the task of the librarian.

A Busy Official

These duties, broadly traced as they are here, form the nucleus of a school librarian's daily routine and mark her place in the school unit. There are others which make demands upon her time, energy, resourcefulness, talent, and education, and place her in a distinctive position as to curricular activities. The librarian, often as not, will be called upon to conduct the story hour for the younger pupils, occasionally in the library, or perhaps always there. She will need to help pupils select material for programs, to give advice on reading matter, to prepare and issue displays to classrooms, and, frequently, to talk on the subject of these or similar displays. It is the school librarian, logically, who will assist the teachers with those spe-

cial groups of readers, the slow and the alert. Demands made will be as varied as the school has problems.

If the librarian is in a position to carry out these activities in an elementary school, she cannot be considered merely as a clerk whose task it is to insure the acquisition of desirable material, to issue that as quickly as possible, and to keep all library material

in such shape that it may be there when desired. She will be a member of the teaching corps, but a special teacher, a position which her education as librarian qualifies her to hold. To our goal "a library in every elementary parochial school" should be added "a librarian qualified to hold that place and privileged to exercise her functions as librarian."

Not Forty-Five Minutes But Life

*Sister Emily Marie, S.L.**

Method of Procedure

During my years of teaching, it has been one of my hobbies to keep in a notebook anything unusual or outstanding that has been done by my pupils. This may have been a letter written for the class in English, a poem, or perhaps the answers to questions put to the members of the class on test papers, a brief description of the various activities attempted during the year, or even a very meaningful drawing. Often, I have found that these bits of work are encouraging and helpful to classes that follow. This accounts for the data preserved regarding the project I am describing.

As a feature of our first day's program, we discussed the various ways and means by which the girls had actively engaged in spreading Catholicity during the summer vacation. I felt that this was a "key" whereby I could discover what was the religious make-up of those seated before me. Immediately some volunteered to talk to the class, others preferred to wait, and some chose to write their experiences. This little plan took at least three class periods, but it was well worth the time. Our class included one girl who attended Mass daily and who gave her services in a local hospital two days a week. At least three other members had done likewise. Two girls had given two weeks of their vacation and spent that time as counselors at a girls' summer camp. Still another taught catechism at "The Settlement" on Sunday mornings after Mass, while another had offered her time in a Catholic library. The experiences which the girls had encountered proved to be fascinating, and undoubtedly, they gave the rest of the class at least a desire to do something similarly Catholic the following summer.

Shortly after this the class was assigned a paper on "My Ideal." It may seem surprising to you, as it was to me, that only one member of the class chose to write about her own mother as her ideal. A number chose our Blessed Mother, while two or three looked to Christ as their Ideal. With the exception of one or two, who chose storybook characters, the remainder of the class idealized their patron saint or one of their best-loved teachers of the past. The majority of the choices were gratifying to the teacher.

The one grand focal point in the school, our chapel, was easily accessible to all the children both large and small. There they

THE situation about to be described centers around a certain very interesting and vitally alive sophomore class in religion. Twenty-five girls, including two non-Catholics, made up the group. Grateful and sincere acknowledgment to the parents and former teachers of those students urges me to write this article. For, without their heroic example, nobility, and self-sacrificing lives, it would be unfair to attribute such glorious results to the students themselves.

It is not my intention to set forth anything new or startling as regards methods of presentation or material used. No doubt, many of my readers have used the same or even better methods. Rather, I have in view an attempt to make known what students, who have had thorough elementary school preparation, actually expect from their religion classes. Nor, can too much emphasis be attached to the fact that the religion class must, of necessity, be correlated with other subjects of the curriculum—in fact, with all life's situations. Here let me indicate just one striking example of what I mean. It manifested itself in much enthusiastic interest in our Catholic Press Month project conducted by the class. We made inquiries from the teacher of English to learn whether she had any plans for such a project in connection with her work. When told that she was not considering a program, we seized upon the opportunity for working out our idea in the religion class.

First of all, a census was taken in the school to learn what Catholic periodicals and newspapers came into the students' homes. Figures were then compiled and posted. Pep talks were given in the various classrooms by representatives from our class in order to foster greater love for reading these papers and magazines; incidentally, also to boost the local register. It was our Archbishop Glennon's wish that the paper be in every home, so we solicited along these lines. As a result there was a notable increase in subscribers before the end of the school year. Last of all, during the Press Month an exhibit, set up by the students, was the center of attraction for the remainder of the student body. Pictures of this were in two of our local Catholic publications. At this point perhaps you will be saying, "Was this teaching religion?" Let me answer, "Very definitely so!" as we shall see.

*Loretto Academy, St. Louis 4, Mo.

made a daily morning visit before class, even though there was no obligation on their part for doing so. The larger girls set the example for the little folk, and the morning visit was and is as spontaneous as their usual friendly, "Good morning, Sister." In this way the whole day is permeated with a truly Catholic atmosphere. But this is just another angle of a well-rounded, or may I say, well-grounded Catholic education.

As regards the prayers said before class we found that the practice of frequently changing them, instead of saying the same ones day in and day out, was helpful. Frequently our methods and practices become so staid and outmoded that we hardly realize that there may be better practices. This can easily happen even to prayers. In October, for example, our ejaculation honored Our Lady of the Rosary. In November, we remembered the Holy Souls with "Eternal rest grant unto them, O Lord," and December lent itself to "Divine Babe of Bethlehem," etc., while March and May were devoted especially to dear St. Joseph and our Blessed Lady. No doubt, other similar ideas will suggest themselves to teachers.

The Commandments

For this year our syllabus called for the study of sin, the Commandments of God and the Church, and prayer. Our text was *Religion: Doctrine and Practice* by Francis B. Cassilly, S.J. The first Commandment, "I am the Lord thy God; thou shalt not have strange gods before Me," afforded an excellent opportunity for talking and learning, more about "relics." Everyone had seen pictures and statues of the saints, but few in the class had ever seen a first-class relic. A collection was made from various sources; and in a few cases there were accompanying papers to prove their authenticity. We were even fortunate enough to have a piece of a thumb bone enclosed in a reliquary of our own holy Founder, Father Charles Nerinckx. The relics were passed from one to another during class and examined very carefully. A volley of questions ensued! The girls' interest had been aroused and was led one step further. They wondered, now, if the altar stones in their particular parish churches (there were eleven parishes represented in the group) contained relics of the patron of their church. Inquiries were made from their pastors and several students were happy to report that they were privileged in this way.

Following upon this little investigation, the prayer which the priest says after ascending the altar at the beginning of Mass took on much added significance: We beseech Thee, O Lord, by the merits of Thy saints, whose relics are here, and of all the saints, that Thou wouldst vouchsafe to forgive me all my sins. Amen.

Because the Mass entered into the study of the third Commandment, we may safely say that it was even more profitable than the first. In preparation for this, by way of a preliminary checkup, the girls were assigned another paper. On this occasion it was "What the Mass Means to Me." Here are a few of the responses:

1. "It would have been a great privilege to have been present at Calvary during the Crucifixion. The Mass is also a privilege because each time it is said our Lord again

sacrifices His Body and Blood for our sins, just as He did at the Crucifixion, but we are present this time."

2. "To me the Mass means witnessing the sacrifice of Calvary with Mary."

3. "The priest represents Christ, who, both offers the Mass to God and is offered in the Mass. At the Consecration God Himself comes on the altar. At the Communion God allows Himself to be received by His creatures. This means that a human being has the opportunity of receiving God, his Maker."

4. "I think this is the nearest thing to heaven on earth."

5. "To me the Holy Sacrifice of the Mass means the supreme Sacrifice made on Calvary by Christ, offered again so that I and everyone else may benefit by it."

6. "All of the people at Mass unite all of their prayers together and offer them to God. It is a gift I'm sure He likes. It is a privilege to be allowed to help give that gift to Him."

7. "The Mass means a lot to me because so many martyrs died for it and if it weren't a wonderful thing, I am sure that they would not have given up their lives so willingly for it."

8. "Every time I attend a Mass, which is a renewal of Calvary, it always makes me feel that I am near Christ on Calvary."

9. "Every time I go to Mass I try to participate in it the best way possible because if I don't I feel that I am almost committing a sacrilege. This is what the Mass means to me."

You will admit that these comments are certainly no mean estimation of the tremendous significance of the Mass.

Two very excellent helps along this line were the book entitled *The Meaning of the Mass* by Bussard and Kirsch (J. P. Kenedy, 1942) and Father Bussard's wall chart showing a diagram of the action of the Mass. Further we were very fortunate in being able to borrow from our sacristy the vestments as they were needed. In this way, we studied the names of the vestments and altar linens by actually having them in the classroom.

In this connection I might mention one more achievement, namely, poster making. The artists in the class made beautiful drawings depicting the three principal parts of the Mass. These were displayed for the inspiration and admiration of the entire student body. Once before this idea of poster making had been employed showing their love and devotion for the Rosary.

Up to this time, not a great deal had been done regarding the prayers said at Mass. Why not make a study of some of them? We decided, therefore, that on Fridays during

the seasons of Advent and Lent we would read at least the "Proper" of the Mass for the following Sunday. In this way the prayers of the season were made much more meaningful when they were read at Mass on the following Sunday. During Holy Week the same treatment was given to the reading of the Passion, and the special prayers for each day of the week.

Let me refer to what the girls had to say about the Mass and the use of their Missals as aids in more intelligently participating at Mass. Fourteen had something to say on this score. The statements below, however, will give you an idea of the general response at the close of the year.

1. "I think that I have a greater appreciation for my religion because I have a better understanding of the Mass."

2. "After learning the Mass, I feel more of its beauty and abundant meaning."

3. "I know I have a greater appreciation of my religion because I understand the Mass much better and can follow it easier."

4. "One of the greatest things I learned this year was to appreciate the Mass."

Seven of the 14 mentioned specifically that the use of the Missal during the year had helped to increase their attention at Mass.

Other Activities

Some of the most delightful periods were spent on the days when we had an exchange of student and teacher. Answers to the questions at the end of each chapter in our text proved to be excellent material for discussions. But, in order to vary the regular routine, one of the girls became the discussion "leader." This volunteer work on the part of the girls offered opportunities for each one to express her views.

In May we conducted a mental prayer contest in the class. A few of the best are given here:

Prayer to a Lovely Lady

1. O Mary, you wish everyone to love Jesus, then, through your intercession, help me to love Him more.

You obtain from Him everything you ask.

Pray for me then, dear Mary, that I may never lose His love and grace.

Help me to imitate you always in everything that I do, so that at the time of my death, I may be united with you and Jesus in heaven. Amen.

2. Mary Immaculate — that is, sinless from conception.

In all virtues, a model for all of us.

Mary Queen of Peace — crowned by thine



— G. C. Harmon

own Son as Queen of His Kingdom and His Heart;

Thou art Queen of Peace, for thy Divine Son is author and prince of peace.

Pray for us, that we may become pure and holy on earth, and reach heaven after death.

3. For He is risen, Alleluia!

O God, You did send Your Divine Son to redeem the world,

You who gave us the Blessed Mother to whom this glorious month of May is dedicated,

Please grant peace to the world so that all men may live in union with Christ and with one another.

4. Mary, Mother of God, keep, watch, and guide me in all my trials.

Help me to become holier and more like you every day.

Pray for me daily and help me in choosing my vocation.

5. O Mary, comforter of the afflicted, comfort those, who weighted down by so many trials, cares, and sorrows, come to thee for help. Comfort those who during this war have lost homes, possessions, and relatives.

In brief, dear Mother, help all those who are in need of your aid.

Such a glorious demonstration of faith and love for our Blessed Mother will surely merit its just reward. May that "Lovely Lady" grant their prayers.

Some Appreciations

The following checkup question was asked in the final exam: "As a consequence of your study of the Commandments, sin, prayer and the Mass and whatever else was included in our study this year, have you acquired a greater appreciation of your religion? If not, how do you account for that lack of appreciation? Discuss." To give you some idea of the enthusiasm of the class, I have summarized these answers briefly:

Two admitted that they had learned much more in their annual retreat than they did from their whole year of religion. I particularly liked this candor.

Six declared that they had appreciated the discussions because they could learn more by talking about their religion than by learning it solely from a book. And the many examples from real life, they felt would help them better to apply what they had learned in the years to come.

Five referred to the Commandments and what they now mean to them. One girl said, "I have certainly learned the Commandments thoroughly so that there is no doubt in my mind as to the will of God." And another, "I knew the Commandments of God, but now they mean more to me than ever before. Nor do I groan when my mother tells me to set the table or do some other household task." And another wrote, "From the class in general I have learned that, if I am expected to do something, I must not neglect to do it, not because if I don't I'll be punished, or because of the reward, but because God expects it of me, and God is more important to me than anyone else."

Five said they had become more interested in Catholic Action and all other things that would promote the teachings of Christ and His Apostles.

Five seemed to be impressed by the great horror of sin and its evil consequences to

body and soul. One wrote, "Now sin stands out as a greater evil and I realize the difficulty of overcoming a habit of sin."

Ten said their reading habits had been improved and that they had learned a great deal about the lives of many of the saints. As a result, their devotion to them had increased, they claimed. A brief period devoted to the reading of *Timeless Topics* as well as our Catholic Press Month project helped in accomplishing these results. "The part which I really enjoyed was pamphlet reports and discussions. Religion used to be a dry old subject about which I didn't know very much but I now enjoy my religion." This comment would seem to set forth the need for more interest in the religion classes.

Seven mentioned that they had learned to pray, especially in times of temptation and sorrow. "The power of prayer was really brought home to me," wrote one. Another, "Prayers are now easier to say because I know everything we do can be a prayer of praise and glory to God, the Blessed Virgin, the saints, and angels." This "power of prayer" was clearly made evident on one occasion in particular. The story runs thus: Early in March the class was sponsoring a card party for the missions. However, the day previous to the party the girls thought they had hopelessly failed in their efforts. Up to date only six dollars had been turned in for tickets. Naturally everyone seemed downcast over the whole situation. After much discussion and consultation it was decided to have recourse to good St. Joseph. Visits were made to the chapel after school and a number of vigil lights were burned before his statue. St. Joseph, they felt, would surely do something—and he did! The party was a huge success. The goal was reached and



St. Ignatius Loyola.

the proceeds went over the top. From that time until the end of the year the class never failed to refer to what St. Joseph had done for the card party.

Another rather striking passage gleaned from one of the papers is this: "I think that one could also learn to appreciate our religion by just reading the daily headlines in the newspapers. If there is one thing needed now it is religion, and to know that we have what so many have given their lives for is enough to make one appreciate it."

A very compelling need was depicted in the following statement: "I do have a greater appreciation for my religion as a consequence of this year of study because I find, the more I study religion the more real it becomes. There are so many interesting things to find out about our faith that I think it would be impossible to know it all. It's a wonder our parishes don't have Sunday school or evening classes for the adults of the parish to learn more about it. The more I study it the more it becomes a part of my everyday life."

A strong argument against learning religion "verbatim" was disclosed in this statement. "I have no devotion to learning religion word for word but by our discussions, I have learned to recognize what is Catholic, and, after all, that is the main thing. Our training in a Catholic school is supposed to prepare us for life after high school years. If a person came up and asked something concerning religion, it would be a fright if, after rattling off some memorized line, you were unable to explain. Therefore, I think, I learned more by discussions and I know they will help me in later life." And as if to lay further emphasis on what she had written, when turning in her paper, she said, "And, Sister, I mean every word of this."

Finally, may I repeat the comment made by the contrite young lady? I am convinced that she will be among the number of those who profit by their mistakes. She admitted, "If I had this year to go back and do over again, I would appreciate it much more. We always have some regrets. And the very reason I have not fully appreciated it is this, because I thought I knew it all."

Some Findings and Conclusions

I purposely separate the two statements of the girls who wrote that they felt they had learned the greater part of their religion in grade school, and that "what we get in high school has the same principles, except in different words." In my opinion it would be a frightfully stupid and uninteresting world if Catholics would cease growing in knowledge and love of their religion at eighth-grade level. Definitely, where there is lack of growth there is no education, and this applies most certainly to religion as well as to secular studies. However, we can glean from such a statement as the above that our teaching in the grades is of tremendous importance, even though it must live and grow!

Are our efforts ever visibly rewarded? You will agree with me when I say that very

frequently they are. However, when conversions of this kind are made, I believe they are worthy of note. Here in brief, is the story: As is often the case, it was necessary that the "odd students," i.e., those not occupied with the regular schedule remain "present" in a certain class even though they are not actually participating in that class. Here we had just such a situation. My two non-Catholic students, mentioned earlier, were always present in our religion class for a supposed study hour. Frequently, however, their study was interrupted because they became more engrossed in what was going on about them than in their books. They either raised pertinent questions or took part in some spirited discussion in the room. Gradually during their years in our school, they were becoming more and more appreciative of the true value of the Catholic religion and made many inquiries concerning it. You will never be able to imagine the immense joy that was mine, then, at the time when "Mary," who was the spokesman, announced to me on Passion Sunday of the following year, "Sister, we are real Catechumens—we are going to be baptized on Wednesday and receive our First Communion on Holy Thursday." They had been receiving

instructions for several months from a parish priest and now their desires were actually being fulfilled. Needless to say they were two very happy Catechumens.

In concluding, I would like to recall a little incident that took place at least two decades ago. At that time it was my privilege to hear a retreat director say in one of his conferences, that the ordinary person in the world is responsible for influencing at least five thousand people either for good or bad (or both). No doubt, it was the amazingly large and, at that time, somewhat bewildering figure, which has helped to fix the memory of it so vividly in my mind. But if that is each individual's task what may be said then of the tremendous influence exerted by a class of twenty-five students? If that number were merely cubed the figures would take on staggering proportions. Would it not seem to you that a religion class with all its numerous ramifications, in any and every Catholic school, is the perfect stage setting for launching Christ's injunction of "teaching all nations?" Think, if you dare, of the glorious homage that could then be offered by the whole Christian world at the feet of Christ, our King! Are you doing your part in teaching religion for life?

Books, Reviewers, Librarians, and Readers

*Rev. Kilian J. Hennrich, O.F.M. Cap., A.M. **

IT IS a well-known fact that the juvenile (and adult) delinquency, disturbing society at present more than ever before, is primarily caused by a faulty or wrong education during the first decades of character formation and training. In fact, the improvement of the intellect and will is a lifelong task imposed upon man by the law of nature demanding the supreme duty of true self-love.

However, the best education may be neutralized, paralyzed, or completely perverted by adverse forces, and be turned into intellectual and moral anarchy. Hence, the prevalent sinister ideologies and moral autonomy and skepticism. Among the perverse influences are the radio, pictures, and the press; but the printed word is the most impressing and lasting influence and is surrounded by the aura of some authority. Here, we shall discuss books, and in particular publications which do not show the imprimatur of an Ordinary. Books having philosophic, dogmatic, or moral implications must be closely scrutinized, because, if wrong, they are unfit for all readers in general and not alone for Catholics.

The most terrible evil undermining the faith and mentality of Christians and causing great damage to souls, either by obscuring the truth or not finding it, is the type of literature comprising romances, novels, fanciful tales, plays, and comedies that portray sensuality, lust, and even some kind of lascivious mysticism. Books of this type constitute the bulk of the so-called non-Catholic "best sellers." These books are extensively advertised and occasionally find their way into Catholic reading lists and catalogs to the detriment of truly Catholic publications.

Books of this type are rapidly increasing not only on account of pressure advertising, but also on account of their pernicious appeal to the senses. It is well known that they combine a frivolous fascination with immorality, depict immodesties in flaming imageries, and relate obscene details, without regard to modesty. They often describe the worst carnal vices with subtle analysis and adorn them with a brilliant style, and so leave nothing inviolate in the field of morals. That these objectionable books inflame the passions, excite the imagination, dull the spirit of chastity, and drag the heart into the mire of impurity, is obvious. It is true that the evil consequences may differ in degree, but this does not depend upon the book but on the reader who knowingly exposes himself to the danger of sin.

Still worse is a kind of love story written by authors who do not hesitate to give to their sensuality the appearance of rectitude by blending it with religious or sacred things and phrases. Into their stories of impure love they weave a sort of piety or they associate it with the virtue of religion. This is in direct contrast with the truth that without keeping the Commandments salvation cannot be attained. Recently a book of this type made its appearance and was accepted by some misguided Christians.

Responsibility of Reviewers

With regard to objectionable books, the reviewers who should act as reliable guides assume a great responsibility. They cannot

excuse the books because of brilliance and elegance of style, exciting contrasts of modern psychological effects, representation of daily happenings, etc. There are some things that should not be mentioned among Christians, not because they do not happen but because they are likely to do great harm to souls. This harm is already apparent, especially among young people. Nor can a good but erroneous opinion of an author be acceptable as an excuse.

It seems that the system of classification and reviewing of books needs a change in order to insure beneficial guidance. The term, "predominantly sexy," may mean many things, but it must not mean that the minority of obscene pages or even a few can be passed over without condemning the whole book. The expressions, "spotted in parts," "for intelligent or mature readers," in connection with novels, have created among many people, especially the young, the impression that a certain class of people, namely, the intelligent and mature to which they belong (being 14 already!), are permitted to read them without guilt and harm. The term, "not acceptable to Catholics," is also misleading. It makes Catholics feel that they are not to read or see some things because they are Catholics. This idea is erroneous! Natural law makes no such distinctions. What is wrong for one is wrong for all without distinction as to age, color, creed, or circumstances of life. The consequent harm done by reading indeed differs, but that is of no particular concern in this connection. The mind and practice of the Church is clearly seen by simply approving what is completely morally good and rejecting un-

*213 Stanton St., New York, N. Y.

conditionally what is morally objectionable, and therefore unfit for everybody. But more will be said about that later.

Duties of Librarians

Librarians have special duties in regard to books that are not strictly in accord with faith and morals. Books placed on the "Index" having some historical value or imparting valuable information *must* be placed under lock and key and they may be given only to persons having ecclesiastical authorization to read them. Here it must be kept in mind that not all forbidden books can be *nominal*ly condemned by the Church for the simple reason that not all books come to the notice of the Sacred Congregation, or such a notice comes too late. But these defects are supplied by Canon Law which is equally binding. In view of what has been stated and what is to be said later, it is perfectly clear that so-called "spotted" novels should be kept out of all libraries, especially those of schools, institutions, and houses under our control. In this connection, literary merit, greatly to be appreciated in itself, should not lead librarians to relaxation. Literary quality, after all, is among the lowest in the scale of Christian values when compared to the good of souls. Being indifferent in itself, literary quality can serve the good as well as the bad. Excuses brought in relation to "modernity" are not valid.

What About Teachers

Most of the duties of teachers in regard to the guidance of pupils already have been stated implicitly, but some details may yet be added. Teachers in higher institutions must not be deceived by the general "best sellers." This very designation may condemn them as a class. What makes them "best sellers"? Not the intrinsic value nor the external advertising alone but the acceptance of them by a world dominated by contempt of God and spiritual bankruptcy. Worldly pleasure and wealth have a greater influence on Catholics than we realize. The change from a holy childhood to a liberal youth and an immoral later life does not come suddenly. On the contrary it proceeds slowly and almost imperceptibly to the subject and his neighbors—*sensim sine sensu malum accrescit*. It was an interior process which may show its effects much later but it was caused and nourished by external influences of which bad reading was one of the strongest. Teachers can do much by watching what their pupils read. This duty should not be lightly dismissed on the plea that all kinds of books are so easily available anywhere to any class of readers. Many young people no longer hide objectionable books in their school bags like catechisms, but read and carry them openly on the streetcars, in parks, and elsewhere, perhaps into the classrooms in order to impress others by their liberality and modernness. This, of course, is often accompanied by scandal, since the salacious parts will furnish topics during recess and luncheon. Teachers hear and see many things that grant an opportunity for a stern public correction. To neglect them is tantamount to an indifference toward the Blood of Christ shed for erring souls.

Naturally, teachers must have the correct mental attitude toward the objectionable type of books. Unfortunately, the true Christian mentality is alarmingly dwindling in all classes and states without the realization of the

afflicted. These lines may aid in rectifying some defects.

The Best Values

What then should people read? The "best values" instead of the "best sellers." The latter term should be discarded by Catholics and replaced by the first. There is a sufficient supply of good books in the Catholic book stores and their number is steadily increasing. Here it must be remembered that the excessive reading of novels, romances, and books without special messages is a waste of time and a form of dissipation condemned by the law of nature. To this must be added the important fact that mere pleasure reading diverts and averts the mind from more serious, and especially spiritual, reading. Spiritual books are not uninteresting and may bring pleasures far greater than those of a physical nature. These books should be recommended by word and in print for the gift of speech and writing are also given to us to aid the salvation of mankind.

It may happen that Christians confronted by open and direct statements turn into casuists or adopt the Protestant attitude of doubt or private interpretation. Others may find some such matters treated by an author. To avoid all these things, the present writer based the greater part of this discussion on the Instruction of the Supreme Congregation of the Holy Office issued May 3, 1937. The Pope himself is the head of this Congregation, which concerns itself with faith and morals.

This comparatively long and detailed Instruction may be found in Father Bouscaren's *Canon Law Digest*, 1917-33, Vol. 1, pp. 687-691. It also declares that the Church is not narrow minded and that the Instruction binds in conscience. The small portions of this article not explicitly found in the above Instruction are taken from ethics and are substantiated in the practical book, *This Way Happiness*, by Dr. Bruehl.

In view of the fact that the government is distributing tons of cheap reprints of objectionable books among our men in the military service, and that it is quite certain that this filth will soon become available to civilians in stores and newsstands, makes the problems discussed at once timely and urgent. One novel featuring illicit love interlaced with scenes of a popular saint has already found its way on a Catholic best-seller list, is recommended in Catholic book stores, and has been inserted in the catalogs of some Catholic firms without any annotation. The beginning has been made. It is still small, but considering the profit motive, the future may increase the evil. *Principiis obsta, sero medicina paratur*.

NOTE: These words were not written to start a controversy, but as a safe guide for those mentioned in its title. They were not written for professors because they may have legitimate reasons to deflect from a rule that, owing to the delicacy of its subject, cannot be fast and inflexible in all cases.

The Central Library in a Parochial School

*Sister M. Etheldreda, R.S.M. **

THE late Rt. Rev. Msgr. George Johnson, speaking of reconstruction and education said, "We need new materials for instruction that will yield a better knowledge of other peoples and other cultures."¹ Books cannot be considered new materials for use in the field of education, and yet, in a certain sense, every worth-while publication, however ancient is ever new. For the boys and girls in our elementary schools, with their limited knowledge and experiences, books are the principal sources of knowledge of other peoples and other cultures.

These questions are being asked constantly by our Sisters teaching in the grade schools: How am I going to supply my students with the best publications of the day? How can an already debt-burdened pastor pay bills for books other than for those needed as basic texts? Will my little classroom "library corner" suffice as a fountain from which my pupils may satiate their thirst for reading?

Let us hasten to say that we know from experience that the last question can be answered in the negative. A library corner in a classroom is most helpful and certainly every room should have one, but it will never replace a central library in an elementary school, however small that institution may be. Let us assure you that the thought

of an added debt need not terrify you, when you are considering the establishing and maintaining of a central library. There are ways of raising funds within the school so that the heavily burdened pastor need not assume the obligation of paying the bills for books, which are supplying your students with proper reading material.

The problem of space for a library frequently confronts us as many of our parochial schools have not been designed to allow a bright cheerful room for this purpose. However, a little planning on our part will soon enable us to have a corner of the auditorium, a former supply room, or a shelved portion at the end of a corridor at our disposal. The most dull and drab place soon becomes a scene of brightness and color when an ingenious Sister places library furniture, conveniently arranged shelves, colorful posters, attractive notices, and the like in the room now known as the library.

It is assumed that at least one Sister on the faculty has had some training in library science, so that she may act as librarian. Her study of this science has prepared her to make careful and wise selections of books for the pupils of all grades. Because the children's love of reading must be instilled at an early age, even the first-grade students must be given the opportunity to use the library. In a very short time the boys and girls of all grades become acquainted with

*Our Lady of Lourdes School, Altoona, Pa.

¹THE CATHOLIC SCHOOL JOURNAL, Sept., 1944, p. 199.

the classification of books and learn well how to use the card catalog as well as other tools. They have learned from experience that a library is "knowledge made accessible."

The librarian's work not only consists of attracting pupils to the library to obtain books of various types, but hers is the task also of supplying classroom tools, particularly for visual education. Maps, pictures from the vertical file, films, and slides are accessible for the teachers.

The library has truly become a powerhouse from which the teachers and students are drawing daily as they develop within them the God-given intellect, according to the divine plan. As Father Harold Gardiner stated in his foreword to Miss Kiely's excellent handbook entitled *Traffic Lights*, "The fundamental reason why reading is important is because it is an exercise of intelligence, of a power that makes us God-fashioned."² The divine Master seems to have placed His marks of approval upon the librarians engaged in building a literary taste in our Catholic reading public. Both the late beloved and revered Pontiff, Pius XI, and the present gloriously reigning Pius XII have bestowed their Apostolic Benediction on the directors and members of the Pro Parvulis Book Club, that children's club which is like a beacon shedding inspiration and encouragement on

²Kiely, M., *Traffic Lights*. Foreword by Harold C. Gardiner, S.J.

Christian teachers engaged in the apostolate of spreading truth, particularly among the children of the Church's flock.

Not only must the Sister librarian and teachers remind themselves of the spiritual aspect of the library, but the pupils, in particular, should be impressed with this significance. If the children have not already heard the words prescribed in the Roman Ritual for the blessing of the library, they should be acquainted with them. An opportune time for such an introduction is during Book Week when this blessing given by a priest in the presence of the student body is an impressive sight. "Lord of knowledge, bountifully pour forth Your blessing upon this library; so that it may be preserved safe from fires and other dangers. During the course of days may it increase consistently so that those who by reason of their office or studies convene here, may make progress in the knowledge of divine and human things, and in Thy love as well. Through Christ our Lord. Amen."³

Then too, our boys and girls appreciate knowing of the life of the "patron saint of libraries, librarians and the whole vigorous current Catholic library movement."⁴ We refer to St. Peter Canisius of the Society of Jesus. An interesting talk about his life and

³*Rituale Romanum*.

⁴St. Peter Canisius, S.J., Pamphlet published by The Bruce Publishing Co.

the distribution of leaflets containing a prayer on behalf of the library makes another interesting activity for the Book Week program.

This week of special activities is one of the most enjoyable of the entire scholastic year. The enthusiasm and love for reading can be seen mounting from zero or a low level to a high degree in many pupils as they view the book display, attend a movie of some excellent children's classic, witness a play introducing book characters or participate in other programs arranged for the observance of Book Week. Some attention to books also may be given during Catholic Press Month (February).

The interest aroused during this time is kept flourishing through the months which follow. Young feet which have been guided toward "Knowledge made accessible" must not turn back. Young minds which have been exposed to the penetrating rays of truth must not be darkened. Young hearts which have been set on fire with the love of the Good, the True, and the Beautiful must not grow cold. The Central Library has become a storeroom containing materials for instruction that will yield a better knowledge of other peoples and other cultures. The librarian may be compared to the Scribe praised by the Divine Teacher whom He likened to a "householder who brings forth from his storeroom things new and old."⁵

⁵Matt. 13:52.

Father John Banister Tabb—1845-1945

Francis E. Litz, Ph.D. *

Biographical Facts

Birth: At Mattoax, in Amelia County, Va., March 22, 1845.

Civil War Service: Blockade runner from September, 1862 to June, 1864; prisoner (with Sidney Lanier) at Point Lookout, Md., from June, 1864 to January, 1865.

Education: Private tutors until September, 1862; St. Charles' College, 1872-1875; St. Mary's Seminary, Baltimore, 1881-1884.

Conversion: Reception into Catholic Church by Bishop Gibbons in Richmond, September 8, 1872.

Profession: Priest, 1884; teacher, Cathedral School, Richmond, 1875-1877; St. Charles' College, 1877-1881, 1884-1909; poet—earliest known verse, 1874.

Death: November 19, 1909.

We Catholics ought to commemorate the one-hundredth anniversary of the birth of Father Tabb with enthusiasm and pride, because, if any Catholic has attained a lasting place among the poets of America, it is he. His fame has grown steadily since 1890. Critics, especially the English, have passed some flattering judgments upon his poetry:

"Our common language has had, in the centuries that include George Herbert and John Tabb, nothing quite like these two for simplicity and security. . . . In Tabb, I find the extreme sensitiveness of poetry; I perceive

in him the pierced and contrite heart of the poet."—Alice Meynell, *Catholic World*, Feb., 1910, p. 579.

"It is wonderful to see how Tabb contrives to catch the mysteries of life and the exaltation of the soul with his little decoys of epigram and paradox and the imagery of the

familiar and the particular, for at times the melodies spoken out of these tiny musical-boxes are sublime. So, in the reverse way, he surrounds a floweret, a lamb, a fledgling with thunders, bodying forth great things by small, and small things by great. He rimes the commonest things with a magic veil, and clothes the most majestic in homely weeds."—H. J. Massingham, Introduction to *Poems about Birds*.

Father Tabb voiced his literary hope in this peculiarly fitting lyric, first called "Ambition,"

O little bird, I'd be
A Poet like to thee,
Singing my native song—
Brief to the ear, but long
To Love and Memory.

and defined his own philosophy of life and sphere of poetic activity in this unmatched miniature,

God
I see Thee in the distant blue;
But in the violet's dell of dew,
Behold, I breathe and touch Thee too.

Of the more than one thousand poems he wrote, it is difficult to select the few that space here permits. The first group consists of poems expressing in vivid and suggestive imagery some great truths of religion:



Father John Banister Tabb
at the Age of 60.

*Associate Professor of English, Catholic University of America, Washington, D. C.

OUT OF BOUNDS¹

A little Boy of heavenly birth,
But far from home today,
Comes down to find His ball, the earth,
That sin has cast away.
O comrades, let us one and all
Join in to get Him back His ball!

* * *

To the Christ
Thou hast on earth a Trinity —
Thyself, my fellow-man, and me;
When one with him, then one with Thee;
Nor save together Thine are we.

* * *

Epiphany

Reason, have done!
Of thee I'll none
While face to face I see the sun.

Be thine the ray
To point the way
In darkness; but, behold, 'tis day.

Should faith divine
Forbear to shine,
Again I'll place my hand in thine.

For in thy sight
To walk aright
Is prelude to perfect light.

* * *

THE IMMACULATE CONCEPTION

A dewdrop of the darkness born,
Wherein no shadow lies;
The blossom of a barren thorn,
Whereof no petal dies;
A rainbow beauty passion-free,
Wherewith was veiled Divinity.

In this second group are poems singing his delight in external nature, which equaled Wordsworth's in intensity, but which in kind was that of St. Francis of Assisi:

THE FLOWERS

They are not ours,
The fleeting flowers,
But lights of God
That through the sod

Flash upward from the world beneath —
That region peopled wide with death —
And tell us, in each subtle hue,
That life renewed is passing through
Our world again to seek the skies,
Its native realm of Paradise.

One day, as Father Tabb observed the rain falling on a fern that stood in the window of his room, he was inspired to write the beautiful:

FERN SONG

Dance to the beat of the rain, little Fern.
And spread out your palms again,
And say, "Though the sun
Hath my vesture spun,
He had labored, alas, in vain
But for the shade
That the Cloud hath made
And the gift of the Dew and the Rain."

Then laugh and upturn
All your fronds, little Fern,
And rejoice in the beat of the rain!

* * *

TO THE VIOLET

Sweet violet, who knows
From whence thy fragrance flows
Or whither hence it goes?

A pious pilgrim here
To Winter's sepulchre
Thou comest year by year

Alert with balmier store
Than Magdalen of yore
To Love's anointing bore.

Methinks that thou hast been
So oft the go-between
'Twixt sight and things unseen

That with thy wafted breath
Alternate echoeth
Each bank of sundering death.

Child Verse and *Quips and Quiddits* are the published collections of Father Tabb's wit and humor. Since there is space for only one of this sort, that one must be a favorite of many of the poet's students:

THE DIFFERENCE

Unc' Si, de Holy Bible say,
In speakin' of de jus',
Dat he do fall seven times a day;
Now, how's de sinner wuss?

"Well, chile, de slip may come to all,
But den de diff'ence foller;
For, if you waich him when he fall,
De jus' man do not waller."

The greatest danger in case of fire is the danger of panic. Panic *must* be prevented. When it once gets control of a crowd, it is practically impossible to stop it. That is the reason for frequent fire drills; that is why any building where people congregate in numbers should have plenty of exits, *plainly marked and always available for use*.

Principals should read conscientiously, again and again, warnings such as the following from The National Board of Fire Underwriters — and provide in their schools every precaution to *prevent* panic:

Panic cannot be eliminated. The conditions which produce it may be reduced to a point where the probability is almost nil, but it will be an ever present danger where crowds congregate.

Panic has occurred under many circumstances. It is a common occurrence among lower animals, as exemplified by the stampede of a herd of cattle, and it might be said that when humans become panicky they no longer are thinking beings but have reverted to the status of animals whose only reaction is that of flight when unusual danger threatens.

Fear robs man of his power to reason. History is full of catastrophes which have caused death and injury to persons when fear gripped a crowd. Whole armies have thrown down their arms and fled in disorder when panic mastered a few and then was transmitted to the mass. It is this transmission of fear which must be prevented. To overcome it, rugged discipline and extensive training are used in armed forces, which accounts for the steadfastness of the veteran as compared with the recruit.

In everyday life there is not this possibility of rigid training. Something unusual occurs, there is a blanking out of thought in

Books

Father Tabb: *The Poetry of Father Tabb*, edited by Francis E. Litz, Dodd, Mead and Co., 1928. (This volume contains *Poems*, 1882; *An Octave to Mary*, 1893; *Poems*, 1894; *Lyrics*, 1897; *Child Verse*, 1899; *Later Lyrics*, 1902; *Later Poems*, 1910; and uncollected and unpublished poems.)

A Selection From the Verses of John B. Tabb, made by Alice Meynell, 1906.

Litz, Francis E., *Father Tabb; A Study of His Life and Works*. The Johns Hopkins Press.

Heagney, Rev. H. J., *Blockade Runner* (a fictionalized biography).

Articles

Barry, John J., "Father Tabb," in *Cath. Educational Review*, March, 1944.

Duggan, Rev. T. S., "Father Tabb — The Man, The Teacher, The Poet," in *America*, February 5, 12, 19, 1910.

Kessler, Emile, "Tabb and Wordsworth," in *Catholic World*, August, 1936.

Massingham, H. J., *Letters to "X."*

McDevitt, William, "Father Tabb at St. Charles' College," in *Catholic World*, January, 1943.

Meynell, Alice, "Father Tabb as a Poet," in *Catholic World*, February, 1910.

PREVENT PANIC

someone's mind, a cry of fear and a rush for safety — then panic. People must learn never to push or crowd.

Fire as a possible cause of panic in our modern civilization always must be considered, particularly in connection with places where large numbers of people congregate. The cry of fire alone may not cause a stampede, especially if level-headed persons can assume control; but if, in addition, there is the glare of flame and the rush of smoke and heated gases, the stage is set for a panic of the worst kind.

This fire and panic hazard exists not only in such places of assembly as theaters and schools, but also in factories, stores, churches, hotels, apartments, and other places where people congregate in large numbers.

As a safety measure, the matter of exits is the one first to come to mind. It cannot be denied that adequate exits, well placed, suitably marked, and preferably used both for entrance and exit, will go far toward giving a sense of security which will lessen the panic hazard.

Considering all features, the outstanding one is the amount of combustible material present and the quickness with which it will burn, and means of preventing or controlling a fire. The answer to the question of preventing panic, therefore, might well be summed up as follows — and it applies to every place where people crowd together:

Provide security of mind, which means make it visible to the eye or repeat it in print or otherwise until it is a subconscious reality, that the place is of a good and preferably fireproof type of construction; that there is little quick-burning material; that adequate, well-marked exits exist; and last, but not least, that these exits are usable.

¹Written December 24, 1893, in the chapel at St. Charles' and suggested by the infant over the altar.

The CATHOLIC SCHOOL JOURNAL

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What Can We Learn From G.I. Education?

IV. TRAINING AIDS

G.I. education has used, on an extensive scale, various training aids—charts, pictures, film strips, and the like. Because of the availability of funds and of personnel, there was opportunity for extensive experimentation. Much of this work may be accepted, as the representatives of the armed forces suggest, as experimental. Certainly it will repay the educators to examine in detail what G.I. education has done. By studying the work of others, we can save ourselves some experimentation.

Perhaps one of the significant things is what military education itself has learned from these aids, all of which have been used to some degree in civilian education, and brought to the armed forces by civilian educators in military uniform. The armed forces have been receptive, and commanding officers have been cooperative. They could undoubtedly have been more critical. The older peacetime Army manuals were not inspiring documents from the viewpoint of typography, page design, charts, photographs, illustrations, cartoons. Some of the advance should be carried over to peacetime, and all should be critically reviewed if universal military train-

ing becomes the policy of the United States.

Some of the aids are expensive and will not be available to schools, purely because of cost. Some, however, are simple and inexpensive. Some cost only that most precious thing, thought.

The most obvious reason for these aids is that they add *realism* to the teaching. We must not, however, forget that the pupils' imagination is a factor in making visual aids real. The army has set up practical situations, and given the pupil the chance for meeting what is almost the actual situation. In this sense "classrooms" have been fields of every size simulating various problems in actual terrain. Actual equipment is set up for use. A practical situation is developing, say with a radio set—and radio interference is provided just as the important part of the message is being received. What is to be done? Such methods are certainly fruitful and, with more daring in our civilian education, we may be willing to extend techniques which have been acceptable in principle.

A very significant practice is the use of film strips to introduce, or reinforce, or summarize the classwork. This is likely to save teachers from talking too much, or of inexact summaries or ineffective approaches. The specific errors or deficiencies or special knowledge of a class always will have to be handled by a living teacher. There is, however, a danger of too much standardization in this procedure.

Again, it must be kept in mind that the armed forces are interested primarily in practical or vocational training. This is peculiarly adaptable to these training aids. Where general educational results are the objectives, these techniques are useful in introductory stages, but may stand in the way of development of ideas. For the purposes the armed forces had in mind—and the time at their disposal, which will be a matter of later comment—the armed forces have wisely utilized the principle of training aids.—E. A. F.

What the Catholic Citizen Should Be

The Papal encyclicals and messages to the world set forth the ideas and distinctions needed for the solution of the world's problems. One cannot help thinking as he reads these masterpieces of wisdom that, if even a small part of the Catholics in the world—or, for that matter, in our own country—were possessed of the leaven of the wisdom of these messages, that the whole lump could be leavened. The problem is an educational problem. Why are not Catholics living epistles of these insights? Do we really try? Or are we in America too much involved in and influenced by the environment in which we live to put these ideas to work? These questions are especially pertinent to the citizens of a democracy.

The character proper to citizens of a democracy is emphasized in the Pope's recent Christmas message. In a democracy the citizen has the right to express his own views of the duties and sacrifices that are imposed on him, and he is not compelled to obey without being heard. Says the Pope:

"If, then, we consider the extent and nature of the sacrifices demanded of all the citizens, especially in our day when the activity of the state is so vast and decisive, the democratic form of government appears to many as a postulate of nature imposed by reason itself.

"When, however, people call for 'democracy and better democracy,' such a demand cannot have any other meaning than to place the citizen, ever more in the position to hold his own personal opinion, to express it, and to make it prevail in a fashion conducive to common good."

This leads the Pope into a very real distinction between "the people" and "the masses," a distinction very much needed in our social and political discussions. The State, says the Pope, does not bring together in a given territory "mechanically" a shapeless mass of individuals. The State should in practice be "the organic and organizing unit of a real people." This is its real nature. The contrast in these distinct ideas is thus specifically made by the Pope:

"The people lives and moves by its own life energy; the masses are inert of themselves and can only be moved from outside. The people lives by the fullness of life in the men that compose it, each of whom—at his proper place and in his own way—is a person conscious of his own responsibility and of his own views.

"The masses, on the contrary, wait for the impulse from outside, an easy plaything in the hands of anyone who exploits their instincts and impressions; ready to follow in turn, today this flag, tomorrow another."

The unorganized masses, ready to follow any leader, or to be used for personal ambition without clear consciousness of its rights and duties, mechanically associated, is the enemy of a democratic people, and the enemy of the ideal of true liberty and equality. "In a people worthy of the name," says the Pope, "the citizen feels within him the consciousness of his personality, of his duties and rights, of his own freedom joined to respect for the freedom and dignity of others."

What a transforming influence Catholics would be in their local communities, in labor unions, in chambers of commerce, in all their cooperative social enterprises if they carried out these ideals in their lives. Then there would be a practical application of human brotherhood based, in a social way, on the dignity of the human person and, of course, ultimately on the Fatherhood of God.—E. A. F.

Recent Books for Classroom and Library

The quality of the books in your classroom and your library indicates the efficiency of your school. We marvel at the skill of a craftsman who turns out a fine piece of work with primitive tools. For the same reason, we should admire the skill of a teacher who upholds a high standard of intellectual achievement while he is denied the aid of well-planned textbooks, reference books, and library books. In like circumstances a less competent teacher might fail, while, with better equipment, he could do passing well.

A well-known publisher has been reminding school officials that, while books are second in importance only to teachers, the cost of clean, new, up-to-date books would be only 2 per cent of the school's annual budget. This estimate of the comparative cost of books has special significance at a time when other equipment, and even teachers, are being rationed. Your Uncle Sam is willing and even anxious that you get proper material to help you form youth into good citizens of the United States and of heaven.

Now is the time to compile a list of the new textbooks, library books, and reference books that you need—some for immediate use, others for next year.

The following list of recent books and new editions has been compiled, mainly, from publishers' catalogs and announcements. Since we have not seen many of the books, our listing is not to be construed as a recommendation. It merely indicates our opinion that you ought to see the book if its description appeals to you. Most publishers will send you examination copies, which you may return if they do not prove suitable.

The publisher of each book is indicated by an abbreviation following author and price. A list of publishers appears at the end of this compilation.

GRADES I TO VIII

RELIGION

Religious Vacation School Manual

By Nat'l Committee of Confraternity of Christian Doctrine. Three booklets for grades 1 and 2; 3-5; and 6-8, respectively. St. Anthony.

For teachers of Catholic children who attend public schools. Outlines of lessons, music and recreational programs, lists of visual aids, children's religious and library books, textbooks, and teachers' references. *Living My Religion Series*

By Msgr. Kelly, Father Goebel, Sr. M. Imelda, and Msgr. Schumacher. Primer and Books 1-3 available, 33 cents to 72 cents. Books 4-8 in preparation. Benziger.

Graded textbooks in which the pupils both memorize and understand the questions and answers of the revised Baltimore Catechism.

The Story of Jesus

By Maud and Miska Petersham. Macmillan.

Story from the Douay Bible for children.

Community Mass

By Puettter and Ellard. 5 cents. Queen's.

The *Missa Recitata* arranged for congregational use.

If I Be Lifted Up

By Rev. Paul Bussard. 15 cents. Catechetical.

The Mass and its significance. *Manual de Doctrina Para Niños Católicos*

By St. John Bosco Catechist. 35 cents. Catechetical.

Christian doctrine in Spanish for children.

The Illustrated Catechism

By Rev. Aloysius J. Heeg, S.J. Each vol., 12 cents. Queen's.

The No. 1 Baltimore Catechism with full-page colored pictures and explanations added to questions and answers. Part I, *The Apostles' Creed* is now ready; part II, *The Commandments*, and part III, *The Sacraments*, to follow. A *Teacher's Manual* is available at 25 cents. Kodachrome Mass Slides

By Rev. R. Southard, S.J. 81 film slides, 2 by 2. \$30. Catechetical.

Mass Pageant

43 large colored cards depicting parts of the Mass. \$2.50. Catechetical.

Our Mass

By Sister M. Justina, M.H.S.H. 20 cents. Catechetical.

Project booklet for younger children.

Church Year Project

By Rev. Joseph A. Cirrincione. 35 cents. Catechetical.

The liturgical cycle in text, completion tests, and pictures for coloring.

A Little Life of Our Lady

By Sister M. Aurea, B.V.M. 15 cents. Catechetical.

Verse, prose, and pictures.

Action of the Mass

A diagrammatic chart, 14 by 20 inches. 25 cents. Catechetical.

Christmas A-B-C

By Rev. Louis A. Gales. 15 cents. Catechetical.

Alphabetical verse.

Eighty Mass Photographs

By Rev. R. Southard, S.J. \$2. Catechetical.

READERS

We Meet New Friends

Friends of Ours

By Durrell and Sullivan. Pub. by World.

Two workbooks in 4 colors for kindergarten or grade 1 to prepare children to read.

New Cathedral Basic Readers

By Rev. John A. O'Brien and Dr. William S. Gray. 13 books providing a complete program through grade 6. Scott.

Happy Days in the Garden

By Ella H. Huy. 80 cents. Beckley.

A social reader for grades 2-3. The children learn about gardens.

You Can Read Better

By Ellen W. Walpole. \$1.32. Silver.

Lessons for grades 7-9, to improve skill in reading. Special attention to phonetics.

Better Reading

By Gainsburg and Spector. Pub. by Globe.

Teaches how to read and study effectively.

Play at Home

By Louise E. Broadus. 32 cents. Heath.

Stories and pictures of home life.

A third preprimer, for ages 6 and 7.

Walt Disney Story Books

Bambi, told by Idella Purnell. 88 cents. Heath. For ages 8-12. *Mickey Sees the U. S. A.*, told by Caroline D. Emerson. 88 cents. Heath. For ages 10-14.

SPELLING

My Spelling Book

By Garver, Gingrich, and Wanner. Seven books for grades 2-8. The workbook edition of *Working With Words*. Each 32 cents. Newson.

The Catholic School Speller

By Sisters M. Elizabeth, H.H.M.; M. Margaret, C.S.J.; and M. Marguerite, S.N.D. Grades 2, 3, each 30 cents; grades 5-8, each 32 cents. Laidlaw.

A textbook, workbook, and spelling notebook. Pupils see, hear, say, and write each word.

The Pupils' Own Vocabulary Speller

By Gates, Rinsland, Sartorius, and Peardon. Seven books. Grades 2-3, each 48 cents; others, each 56 cents. Macmillan.

Seeing, knowing, writing, studying, writing.

Spell to Write

By Wheeler and Moore. 7 books for grades 2-8. Books 2 and 3, 52 cents each; others 56 cents. Heath. Published Jan. 1, 1945.

Makes spelling a part of the total school program; carries over to other school subjects. Each book has 36 lessons, including quarterly reviews. One lesson per week. Most words defined. Basic word list of 3624 words, and 1700 additional words. Individual approach to each word. Word analysis, and phonetics. Well illustrated, carefully graded.

Using Words

By Lillian E. Billington. Pub. by Silver.

A revised edition of a new kind of spelling series, introduced 4 years ago. Correlates spelling with penmanship, reading, etc. Illustrated, pages in the workbook form are not 9 by 12 inches.

SOCIAL STUDIES

The Faith and Freedom Series

These Are Our Freedoms, by Sister M. Charlotte, R.S.M., and Mary Synon. \$1.44. Ginn.

This is book 7 of the series of social readers, prepared by the Commission on American Citizenship of the Catholic University of America. See review in *THE CATHOLIC SCHOOL JOURNAL*, Dec., 1944, P. 302, and write to the publishers for complete description of the books.

The American History Series

America, Land of Promise, \$1.24: European backgrounds and beginnings in America. *America, Land of Opportunity*, \$1.32: to end of Revolutionary War. *America, Land of Progress*, \$1.76: to close of Civil War. *America, Land of Achievement*, \$1.96: from reconstruction to present. *America, Land of Democracy*, \$2.64: complete review and elementary civics.

Study Guide and Workbook to Accompany "The Origin and Growth of Our Republic"

By Sister M. Celeste. \$1.12. Macmillan.

The student who follows this complete guide certainly will know what he has studied.

For Freedom's Sake

By Leslie C. Procter. \$2. Beckley.

A history of the present war with sidelights on the general history of our country, told by Uncle Ted, the G-man.

Living Together at Home and at School (gr. 1)

Living Together in Town and Country (gr. 2)

By Cutright, Charters, and Clark. Two books in the Elementary School Social Studies Series. Macmillan.

Our America

By Herbert Townsend. \$1.32. Alllyn.

A new pictorial, elementary history of the United States. Can be studied as early as the fourth grade.

Matched Maps and Globes

The Weber-Costello Co. are featuring the *Reality Political-Physical "Matched" Maps and Globes*. The maps, on the equal-area projection, are enlargements of sections of the globe. The same color symbols and other symbols are retained throughout.

Seeing Our World Through Maps

By Edith Putnam Parker. \$1.25. Weber.

This is a 40-page, illustrated booklet, telling how to read maps. Most people "see" maps without "reading" them.

Around the World

Copyright by Weber. 15 cents. Good explanations of latitude and longitude; time; date line; globes and maps, etc.

Australia

By Mote and Reppy. Pub. by Allyn.

A supplementary reader, illustrated in offset.

Home Geography
By Reeder and Renner. \$1.36.

A. B. Co.

A good beginning textbook.

Living Together at Home and at School

By Cutright and others. \$1.20. Macmillan.

A social-studies reader for first grade.

Our Air-Age World

By Packard, Overton, and Wood. \$2.80. Macmillan.

A new complete global geography. **Marketing the Things We Use**

By Hanna and Krug. Pub. by Scott.

A social-studies textbook for the middle grades.

Our Careers as Citizens

By Richards and Isely. \$1.44. Beckley.

A textbook in civics for grades 7-9.

The United States in the Making

By Canfield and others. \$2.32. Houghton.

A 1944 revision. Chronological to 1865; then topical with chronological summaries. Many study aids. Emphasis on people.

Democratic Citizenship in Today's World

By Adams and Walker. \$1.60. Scribner's.

For grades 7-9. Stresses: Idea of community; importance of ideals; cooperation.

America's Building—The Makers of Our Flat

By Freeland, Walker, and Williams. \$1.48. Scribner's.

A 1944 edition of a first book in American history. Organized on the biographical plan. Grades 4-6.

America's Progress in Civilization

By Freeland and Adams. \$1.84. Scribner's.

American history with summary of European history. Grades 7-9.

The Story of Kentucky, Rev.

By Cherry and Stickles. \$1.32. Heath.

A narrative history right down to 1944.

Farm and City

By Mitchell and Brown. 88 cents. Heath.

For ages 6 to 8.

Animals, Plants, and Machines

By Mitchell and Brown. 96 cents. Heath.

For ages 7-9.

Our Country

By Mitchell and Stall. \$1. Heath. For ages 8-10.

Citizenship in Our Democracy, Rev.

By Parker and others. \$1.36. Heath.

A popular text in civics for the seventh or eighth grade, brought up to date.

ENGLISH

Adventures in English (gr. 8)

By Burleson and Cash. \$1.20. Allyn.

This completes the new series stressing drill and providing practical activities.

Conquests in English Series

By Sister Leonita and Earl J.

Harlan. Six books for grades 3-8. 72 cents to 90 cents. Benziger.

A carefully planned, illustrated series. Titles are: 3. *In Language Town*; 4. *Climbing Step by Step*; 5. *Learn, Know, Do*; 6. *See, Hear, Say*; 7. *Word Ways*; 8. *Mastering Sentences*.

English on the Job

By Carlin and Christ. Pub. by Globe.

Teaches English as a tool subject, emphasizing clarity and correctness. Gives a vocational slant to composition and provides a unit of vocational guidance.

Understanding and Practicing

By Blossom and Hawes. 7 books (gr. 2-8), each 60 cents. Houghton.

Practical workbooks in oral and written English. Part of the McKee "English for Meaning" series, but may be used with or without another textbook. Test-practice-test for each lesson. Books for seventh and eighth grades just published.

Enjoying English (Book I)

By Wolfe and Geyer. \$1.56. Newson.

A revised edition of a popular recent book for the ninth grade.

Learning Essential English

By Ferris, Keener, and Giddings. Grade 3, 96 cents; grades 4-6, each \$1.04; grades 7-8, each \$1.12. Laidlaw.

Concentrates on essentials. Contains a strong course in functional grammar and correct usage.

English in Action.

By Tressler and others. 1944 revisions: Six books, grades 3-8. 80 cents to 92 cents. Heath.

A functional program built on the experiences of children.

SCIENCE

Primary Science Workbook

Workbook for *With Judy and Joe, First Grade*. 40 cents. Allyn.

Adventures in Science

By Carpenter, Bailey, and others. Pub. by Allyn.

Six books carefully graded for grades 1-6. And for grades 7-8: *Our Environment, Its Relation to Us and Our Environment, How We Adapt Ourselves to It*, by Carpenter and Wood.

Riding the Air

By Dorothy J. Sickels. 84 cents. A. B. Co.

History of flying, principles of flight, global geography, weather, etc., explained for children of the lower grades.

Everybody's Weather

By Joseph Gaer. \$2. Lippincott.

A pictorial explanation of weather.

The Land We Live On

By Fenton and Fenton. \$2.50. Doubleday.

Excellent, illustrated book about land forms for young children.

The Gift of the Forest

By Singh and Lownsbury. \$2.50. Longmans.

Animals in the forests. For ages 11 and up.

MISCELLANEOUS

America at Work

By Dunn and Morrisett. Pub. by World.

Machines, 80 cents; *Power*, 80 cents; *Wings*, \$1. For grades 7-9.

Gregorian Chant

By Mother Georgia Stevens. Macmillan.

The American Singer, Book 3

By John Beattie and others. \$1. A. B. Co.

The 3rd-grade book in a new series of basal music books from kindergarten through grade 6. Special attention to developing a sense of rhythm.

New Laurel Handwriting

By Wahlert, Leutheusser, and Powers. Pub. by Laurel.

A comprehensive, successful program. One book for each grade. Cursive Series: Book 1-4, each 20 cents; books 5-8, each 16 cents; advanced for high school, 28 cents; *Cursive Writing Teachers' Manual*, 35 cents; Alphabet charts, per set, \$1. Manuscript Series: Books 1 and 2, each, 20 cents; teachers' manual, 25 cents; alphabet charts, per set, \$1.

Growing Up With Arithmetic

By Rose and Ruth Weber. Pub. by McCormick.

A series of practical, carefully arranged workbooks.

Arithmetic for Use

By Wren, Randall, and others. Pub. by Heath.

Five Practice Books (textbooks-workbooks) for grades 2-6 to accompany Heath's *Number Readiness* or any other series of arithmetics.

New Music Horizons

By McConathy and others. First book, 68 cents; second, 84 cents; third, 92 cents. Silver.

The first is for preschool children and their parents. The second is for primary grades (singing, playing, listening, dancing, creating). The third begins reading notes and more advanced singing.

You Can Make It

By Newkirk and Zutter. \$3. Silver.

An endless array of useful and ornamental things that children can make from paper. Grades 5-8.

GRADES IX TO XII**ENGLISH**

Young America Speaks

By M. R. Dodd. Pub. by Allyn.

A collection of orations on American ideals and institutions by high school students.

Speech for All

By Lyman M. Fort. Pub. by Allyn.

A new book that develops gradually and painlessly the ability to speak in public.

Handbook of Writing and Speaking

By Wooley, Scott, and Tressler. \$1.28. Heath.

Competence in English I

By Broening, Flagg, Fleagle, Howard, and Litz. Pub. by Harper.

A basal book of tests and drills in minimum essentials. Dr. Litz, associate professor of English at the Catholic University of America, is the author of the sketch of Father Tabb in the present issue of THE CATHOLIC SCHOOL JOURNAL.

Plain Way English

By Walsh and Walsh. Pub. by McCormick.

Six illustrated workbooks for grades 7-12, keyed to a handbook—all essentials of grammar and composition.

Simplified English With Diagrams

By Laura J. Loader. 44 cents. Heath.

A practical workbook for grades 7-12, with a teacher's key.

Practice in English

By Ruth H. Teuscher. Paper, 60 cents. Cloth, \$1.08. Harcourt.

Textbook-workbook in essentials.

Simplified English Grammar with Diagrams

By Lura G. Loader. 44 cents. Heath.

A new textbook-workbook. Direct approach to minimum essentials.

Handbook for High School Journalism, Rev.

By Savidge and Horn. \$1.48. Heath.

Representative American Speeches

By A. C. Baird. \$1.25. Wilson.

31 speeches by 29 speakers in 1943-44.

American Profile

By Roy J. Defarrari, Ph.D., Sister Mary Theresa Brentano, O.S.B., Ph.D., Brother Edward Patrick Sheekey, F.S.C. \$2.36. Sadlier.

This book is Book III of The Catholic High School Literature Series.

MATHEMATICS

Mathematics Series

By Rev. A. D. Theissen, S.J., and Louis A. McCoy. Pub. by Loyola.

First Course in Algebra, \$1.24; *Second Course in Algebra*, \$1.32; *Plane Geometry*, \$1.40. Planned to modernize teaching while retaining fundamentals.

Refresher Arithmetic

By Edwin I. Stein. \$1.40. Allyn.

A diagnostic and remedial practice book and a basal textbook in the fundamentals of arithmetic and the basic units of measurement.

Plane and Spherical Trigonometry

By Hayes and Leventhal. Pub. by Globe.

Contains a complete treatment of approximate numbers and a special section related to warfare.

Solid Geometry and Spherical Trigonometry

By Henry L. C. Leighton. \$2.20. VanNostrand.



★★★★★

— G. C. Harmon
Looking Up to Lincoln.



Book Week Exhibit, 1944. St. Joseph's Academy, St. Louis, Mo.

The solid-geometry section published separately, at \$1.60.

Plane Trigonometry

By Weeks and Funkhouser. \$1.60. With 4-place tables, \$1.80; with 5-place tables, \$1.80. VanNostrand. Plane and Spherical Trigonometry With Applications

By W. L. Hart. \$2.25. Heath. Specially suited to preservice classes.

SCIENCE

Elements of Physics

By Fuller, Brownlee, and Baker. \$1.96. Allyn.

A new, up-to-date textbook based upon modern daily living, with special attention to the applications of physics to the war. Profusely illustrated with pictures, drawings, and diagrams.

Workbook in Physics

By Clark, Gorton, and Sears. \$1. Houghton.

A study guide and laboratory manual, so complete that it may be used with any textbook.

Essentials of Physics

By Sears. \$2. Laboratory Manual, 88 cents. Laurel.

A 1944 edition, well illustrated, motivated, carefully organized.

The Conservation of Natural Resources

By Wales and Lathrop. \$2. Laurel.

A textbook for junior and senior high schools.

RELIGION

The Way, the Truth and the Life
By Rev. Anthony Flynn, Ph.D., Mother Simeon, S.H.C.J., Sister Vincent Loretto, S.C. \$1.32. Sadlier.

The first book of The Catholic High School Religion Series presented in two parts. Part I presents the Life of Christ; Part II, the doctrine of our Religion.

The Triumph of Faith

Book II of The Catholic High

School Religion Series. This book is presented in two parts. Part I, the History of the Church; Part II, the Sacraments.

COMMERCIAL

Applied Business Law

By Pomeroy and Fish. \$1.72. South-Western.

Short Course in Computation

By Clifford B. Upton. 56 cents. A. B. Co.

A useful textbook-workbook for review of arithmetic in high school.

The Private Secretary

By John R. Gregg. \$1.48. Gregg. A college textbook.

The Private Secretary Workbook

By John R. Gregg. \$1.20. Gregg. Gregg Shorthand Direct-Approach Method

By Odell and Stuart. \$2. Gregg. Most-Used Army Terms, Written in Gregg Shorthand

By Jontig and Swem. 60 cents. Gregg.

Our Global World

By Grace C. Hankins. \$1.32. Gregg.

Textbook in commercial geography.

How to Do Billing or Invoicing

By Stern and Stern. 60 cents. Gregg.

How to Use the Adding Machine, Selective Keyboard

By Potter and Stern. 60 cents. Gregg.

How to Use the Adding Machine, Ten-Key Keyboard

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Practical Bookkeeping for Secretaries and General Office Workers, Workbook, Part II

By Freeman, Goodfellow, and Hanna. 60 cents. Gregg.

Government Dictation

By Fottee and Strong. 80 cents. Gregg.

American Business Law in Action

By R. Robert Rosenberg. 64 cents. Gregg.

A workbook in business law.

Our Business Life

By Lloyd L. Jones. \$1.50. Gregg. A complete third edition.

First Principles of Business

By Rice, Dodd, and Cosgrove. \$2. Heath.

A practical textbook for ninth or tenth grade.

First Principles of Business

By Rice, Dodd, and Cosgrove. \$2. Heath.

An up-to-date basic training in business for beginners.

LANGUAGES

A College Militaire

By Eliot G. Fay. \$1.20. Allyn. A reader for beginners telling about cadet life at The Citadel, the military college of South Carolina.

Fun Learning Spanish

By Weyse and Babin. Pub. by Julie.

An elementary textbook-workbook with a minimum of formal grammar.

Compiled by teachers at the Ursuline Academy, San Antonio, Tex., for beginners, 10 or 12 years of age, or for others. We suggest that any teacher of Spanish will want at least a copy. It would, too, help adults in learning Spanish. Julie E. Weyse is also the author of the *Fun Learning French* series, by the same publisher.

Spanish Review Grammar and Composition

By Marton and Cuneo. \$1.65. Crofts.

A review of essential Spanish grammar with useful training in nonliterary written and spoken Spanish.

La Fuente de las Calaveras

By W. T. Pattison. \$1.10. Crofts.

A story for reading in the third semester.

Estas Americas

By Mary Weld Coates. Pub. by Harper.

A companion book to *Spanish for Today*, for second year. Includes material on Latin America, for practice in reading, speaking, and writing.

Visitamos La Habana

By Seps. Pub. by Harper. Trip of high school students to Cuba.

Modern Latin Conversation

By Robert T. Brown, C.M. 40 cents. Heath.

Reading Spanish

By Scanlon & Vander Beke. \$2.40. Bruce.

A Spanish reader composed of two novels, for students with 10 weeks of grammar.

French, Spanish, etc.

D. C. Heath and Co. has submitted an attractive and extensive list of 1944 publications for classes in French, Spanish, Portuguese, German, and Russian. We suggest that you write to the publisher for catalog of foreign-language textbooks.

SOCIAL STUDIES

American Democracy

By Eva J. Ross and Rev. Ernest Kilzer, O.S.B. \$2.80. Bruce.

A combination textbook of civics and sociology for a course in Problems in Democracy.

Better Men for Better Times

By Johnson and Slavin. Catholic University of America Press.

Principles of government by the Commission on American Citizenship.

Catholic Catechism of Social Questions

By Rev. T. J. O'Kane. 15 cents. Catechetical.

Leadership in the Home

By Rev. J. Roger Lyons, S.J. 10 cents. Queen's.

A discussion outline presenting a postwar program for youth and the family.

Nova Scotia—Land of Cooperatives

By Leo R. Ward, C.S.C. Maps by Leroy Appleton. \$2.50. Sheed.

Your Life in a Democracy

By Howard E. Brown. \$1.80. Lippincott.

A basal textbook in community civics, orientation, or guidance.

Latin America Pattern

By Rev. James A. Magner. 88 cents. Catholic Students Mission Crusade, Cincinnati 26, Ohio.

Historical, geographical, social, and economic information.

Pattern for Tomorrow

By Sister M. Juliana. \$2. Bruce.

Part I is the story of what Catholic rural leaders have done in several places toward creating ideal conditions. Part II is a Teacher's Manual of lesson plans and information for both teachers and high school pupils.

American Government in 1945

By Frank A. Magruder. \$1.80. Allyn.

The latest annual revision of a popular textbook. Includes: winning the war and the peace, provision for veterans, social security, the 1944 election, the liberation of the Philippines, taxes, buried gold, etc.

The Record of America

By Adams and Vannest. \$2.32. Scribner's.

Entire history of U. S. treated, first chronologically for orientation, then topically for interpretation. Tests separate, 36 cents; map studies, 52 cents; workbook, 88 cents.

Labor in America

By Faulkner and Starr. Pub. by Harper.

Short historical approach to the labor movement.

Canada and the Western Hemisphere

By J. E. Johnsen. \$1.25. Wilson. Will Canada's postwar interests lie in the Empire or Pan America?

Lowering the Voting Age

By J. E. Johnsen. \$1.25. Wilson. Arguments and discussions.

Our Latin American Neighbors

By Brown, Bailey, and Haring. Pub. by Houghton.

A textbook of the geography, history, and sociology of Latin America.

Learning to Live With Others, A High School Psychology

By Crow and Crow. \$1.48. Heath.

Modern History

By Carl Becker. \$2.40. Silver.

A 1944 edition.

Christian Living in Our Economic World

By Rev. J. L. Shea, S.J., Sister M. Lambert, S.S.J., Helen M. Ganey. \$2. Sadlier.

The first book of The Catholic High School Social Studies Series. This book presents the basic elements of economic geography, introduction to business, and the fundamentals of vocational guidance.

MISCELLANEOUS**Household Mechanics**

By Bedell and Gardner. \$2. International.

An illustrated book of 248 pp. with 642 illustrations; about twice the size of the original 1937 edition of which 30,000 copies were issued.

Woodworking for Everybody

By Shea and Wenger. \$2. International.

Knowledge of wood, various tools, processes, joinery, machinery, finishing, safety, and 46 projects.

Blueprint Reading

By Nicholson & Jones. \$2.25. Van Nostrand.

Simple, complete textbook for adults or high school students.

The Airplane Power Plant

By Pope and Otis. \$1.40. World. Simple treatment. Teacher's Manual and Key with Tests, 25 cents.

Foods for Home and School

By Carlotta C. Greer. \$1.80. Allyn.

Complete course in foods and related subjects and the management of a home. 1944 edition includes recently uncovered vitamins.

Everyday Foods

By Harris and Lacey. Rev. ed. \$1.88. Houghton.

An up-to-date illustrated textbook on foods and their preparation.

Everyday Living

By Harris, Tate, and Anders. Pub. by Houghton.

Units on "You and Others," "You and Your Surroundings," "You and Your Clothes," "Sharing in Food Planning and Preparation."

Sight-Singing Manual

By McHose and Tibbs. \$1.50. Crofts.

A first-year course. F. S. Crofts and Co. lists a number of publications of special interest to musicians, including reissues of publications of the Eastman School of Music.

Gregorian Chant for Church and School

By Sister M. Antonine, O.P. \$1. Ginn.

Masses and hymns, and explanations for adolescent choirs.

Choral Program Series

By Dr. Harry R. Wilson. Book I, 68 cents. Silver.

17 choruses for 2-part treble voices. Secular and sacred numbers. A *Choral Guide* for the director is in preparation.

Decorating for You

By Florence B. Terhune. \$3. Silver.

A new, illustrated, complete textbook on planning and decorating the home.

REFERENCE BOOKS**World Book Encyclopedia**

19 vols. \$82. Quarrie.

A new, well-illustrated article for each of the 48 states of the Union is a valuable addition in the 1944 edition of this standard encyclopedia for young people. World Book revisions since 1940 have totaled more than 7800 pages. A *World Book Encyclopedia Annual* reviews briefly the outstanding events of the previous year.

Single copies of the following reprints from The World Book may be obtained free on request: *Colonial Life, Latin America, How You Can Use the Library* (4 pp.), *Library* (20 pp.), *Length of Life, Pioneer Life*. Obtainable on request are *How to Use an Encyclopedia* (10 cents), an *Index of World Book Activity Units* (free), and *Stories of the States* (free).

Childcraft

14 vols. \$47. Quarrie.

Teachers as well as parents find much in the parent edition of the set which is valuable in work with children up to the fourth grade.

Compton's Pictured Encyclopedia
1945 edition. 15 vols. \$84.50 and \$79.50. Compton.

Keyed to school needs and kept up to the minute by continuous revision. Simplicity, completeness, and accuracy characterize the text. Material presented on the grade level at which each subject is most frequently studied. Profusely illustrated with informative pictures, photographs, maps, charts. Fact index in each volume multiplies the usefulness of the set. For grade and high school.

Compton's Picture Library

\$56.50. Compton.

A basic collection of 1000 teaching pictures, all in color, not duplicated in *Compton's Pictured Encyclopedia* or any other general source. Picture Index gives pictures 10,000 uses. Library includes 18 text manuals of subject matter, prepared with methods for teaching the subject at hand. Complete in walnut-finish File Cabinet and Bookshelf on Wheels. Most useful in grades. Special combination price when purchased with *Compton's Pictured Encyclopedia*.

Concise Catholic Dictionary

Compiled by Robert C. Broderick. \$2. Bruce.

University Debaters' Annual

By Edith M. Phelps. \$2.25. Wilson.

This 1943-44 edition presents constructive and rebuttal speeches for nine outstanding debates.

Current Biography

Monthly. \$3 per year. Wilson.

For teachers and students of history, literature, government, art, etc.

The National Catholic Almanac

By Franciscan Clerics. Pub. by St. Anthony.

Anniversaries and Holidays

By Mary E. Hazeltine. \$6. A. L. A. A calendar of days and how to observe them. Second edition.

A Manual of Style

By the University of Chicago Press. \$3. Chicago.

A standard reference for printer, editor, and publisher.

GRADE SCHOOL LIBRARY**FICTION****The Silver Fox Patrol**

By Neil Boyton, S.J. \$2. Longmans.

A good story of a Catholic troop of Boy Scouts.

They Came from Scotland

By Clara I. Judson. \$2. Houghton.

It follows *They Came From Sweden* and *They Came From France*. Grades 4-7.

Decky's Secret

By Anne Molloy. \$2. Houghton.

For grades 4-7.

When Esther Was a Little Girl

By Eliza O. White. \$2. Houghton.

Child life in 1860 for grades 4-8.

The Sword Is Drawn

By André Norton. \$2. Houghton.

Adventure story of the present war. Grades 7-9.

Shavetail Sam: U. S. Army Mule

By Helen O. Watson. \$2. Houghton.

The Army mule in the Italian campaign. For grades 7-9.

Yankee Yarns

Compiled by Wilhelmina Harper. \$2.50. Dutton.

The first of a series of regional anthologies. Stories from the northeastern states and information about the states. Ages 10-14.

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By Gertrude Robinson. \$2. Dutton.

Seventeenth-century New England. Indians, witchcraft, Puritans, Catholics. Ages 12-16.

Eben the Crane

By Alma Savage. \$1.50. Sheed.

Wild life background in Alaska. Ages 9-14.

Silver Saddles

By Covelle Newcomb. \$2.25. Longmans.

Horse-and-boy story with Mexican background. Grades 7-9.

A Handy Guide for Writers

By Rev. Newton Thompson. \$2. Herder.

A Pronouncing Dictionary of American English

By John S. Kenyon and Thomas A. Knott. \$3. Merriam.

Handy guide using the International Phonetic Alphabet.

Basic English

By J. E. Johnsen. \$1.25. Wilson.

The vocabulary of 850 words; discussion; arguments; 25 authorities quoted; bibliography of 20 pages. Historical Atlas of the United States

By Clifford and Elizabeth Lord. \$1.75. Holt.

Abridged Readers' Guide to Periodical Literature

Monthly, except in July and August. Sold on a service basis.

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Author and subject index to 26 periodicals.

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Book Week Exhibit, 1944. St. Ann's School, New York City.

Great historical characters from Huang Ti (2598 B.C.) to Madame Chiang Kai-shek. Ages 10 and up. **Li Andā**

By Mother M. Dominica, M.S.C. 50 cents. Catechetical.

True story of a 14-year-old convert in the Marshall Islands.

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By Marigold Hunt. \$1.75. Sheed. New edition with new illustrations. Ages 9-14.

Mary My Mother

By Sister M. Jean Dorcey, O.P. \$1. Sheed.

The story of Mary, with 10 illustrations. Ages 5-9.

Warrior in White

By Mary F. Windeatt. \$1.75. Sheed.

Story of John Masias, Dominican lay Brother in Peru. Ages 9-14.

Invasion Leaders

By John R. Graf. 50 cents. McKinley.

Biographies of 10 American generals of the present war.

Christopher Columbus the Discoverer

By Mattie J. Utting. \$2. Christopher.

Columbus, his four voyages, and background.

Australia the Island Continent

By Hogarth and Colebrook. \$2. Houghton.

Summary of history, geography, and culture.

Angel of the Andes

By Mary F. Windeatt. \$1.50. St. Anthony.

St. Rose of Lima for grades 7-9.

MISCELLANEOUS

The Mountain Book

By John Y. Beaty. 90 cents. Beckley.

An elementary science reader for the fifth grade.

America My Home—Then and Now

By H. B. Clifford. \$1.28. Scribner's.

1944 edition of a story of a typical family in 1690, 1776, 1860, and now. Grades 4-6.

Canada My Neighbor

By H. B. Clifford. \$1.40. Scribner's.

Canada past and present for grades 5-9.

Aviation Readers

The following are issued by Macmillan:

Aviation Readers for grades 1 and 2 by Huber and Salisbury;

Straight Down and Straight Up, by Henry B. Lent; **Aviation Science for Boys and Girls**, by Charles K. Arey;

Men Who Gave Us Wings, by Rose N. Cohen; **Airplanes at Work**, by Gertrude Whipple.

Electronics for Boys and Girls

By Jeanne Bendick. \$1.50. McGraw.

A Shady Hobby

By Jean Frances Bennett. \$2. Bruce.

The art of cutting silhouettes.

Ben Hunt's Whittling Book

By W. Ben. Hunt. \$2.50. Bruce.

Detailed explanation of all that is necessary to become a whittler.

The Land of the Chinese People

By Cornelia Spencer. \$2. Lippincott.

In the "Portraits of the Nations" series. Ages 11 and up. To be published soon.

The Little Book of Colors

By Helen D. Fish. \$1. Lippincott.

A picture book for the preschool child, teaching the names of colors and especially of traffic lights.

Fun With Clay

By Joseph Leeming. \$2. Lippincott.

Simple projects of clay, for home or school, or occupational therapy.

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Young Neighbors in South America

By Melbo, Miedema, and Carlson. \$1.60. Silver.

Stories of real children in South America. Checked by South American embassies. Written from "their" point of view.

HIGH SCHOOL LIBRARY

RELIGION

The New Testament

Tr. by Father Ronald Knox. \$3. Sheed.

The Christ the Son of God

By Abbé Constant Foudard. \$2. Longmans.

A well-printed, one-volume edition.

Humanity: What? Whence? Whither?

By Rev. W. R. Orchard, D.D. \$2. Bruce.

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By Francis J. McGarrigue, S.J. \$2.75. Bruce.

Sainthood through union with God's will.

Blessings in Illness

By Rev. Donald Miller, C.S.S.R. 25 cents. Catechetical.

Bring Your Rosary to Life

By Rev. Paul R. Milde, O.S.B. 15 cents. Catechetical.

Let's Look at Sanctifying Grace

By Rev. F. P. LeBuffe, S.J. 10 cents. Queen's.

A discussion outline.

In the Service of Youth

By Brother George, F.I.C. Brothers of Christian Instruction, Notre Dame Institute, Alfred, Me.

Biographies of Ven. John Robert de La Mennais, founder of the F.I.C., and 10 other outstanding brothers.

Secrets of the Saints

By Henri Gheon. \$3. Sheed.
Curé D'Ars, Little Flower, Don Bosco, and Margaret Mary. Grades 11-12.

The Glorious Ten Commandments

By D. A. Lord, S.J. \$2. Queen's.

Life of Christ

By E. LeCamus. 3 vols. \$6.75. Catechetical.

Plenary Indulged Prayers

47 pp. 15 cents. Catechetical.

Spiritual First Aid

By Rev. R. Southard, S.J. 12 pp., 2 cents. Catechetical.

To help a Catholic square himself with God. Perfect contrition explained. Valuable for servicemen.

Toby's Shadow

Rev. Gerald Brennan. \$1.25. Catechetical.

Adaptation of the story of Tobias—giving youth an enlightened view of the ideals of Christian marriage.

That You May Live

By L. F. Cervantes, S.J. \$2. Catechetical.

Plan of St. Paul for world peace, based on the doctrine of the Mystical Body of Christ.

BIOGRAPHY

The Man From Rocca Sicca

By Reginald M. Coffey, O.P. \$1.75. Bruce.

Biography of St. Thomas Aquinas.

The General Who Rebuilt the Jesuits

By Robert G. North, S.J. \$3. Bruce.

Biography of John Roothaan, the second general of the restored Society of Jesus. Valuable in the field of human interest, piety, and history.

Well written.

Glory of the Mohawks

Tr. by Florence Werum. \$2. Bruce.

A religious biography of Kateri Tekakwitha, translated from the writings of the French Jesuits.

Father Tim

By Harold McAuliffe, S.J. \$2.25. Bruce.

Life of Father Tim Dempsey, pastor of St. Patrick's Parish in St. Louis, nationally known for his works of charity.

Kepler and the Jesuits

By M. W. Burke-Gaffney, S.J. \$2. Bruce.

Life of Kepler, one of the four great astronomers of history.

Famous American Composers

By Grace Overmyer. \$2. Crowell. 12 biographies.

Marconi, Pioneer of Radio

By Douglas Coe. \$2.50. Messner.

About Marconi and the science of radio, for ages 12 and up.

Famous Generals and Admirals

By Coffman and Goodman. \$2. Barnes.

On Wings of Song

By Dena Humphreys. \$2.50. Holt.

The story of Mendelssohn and his work.

Melvil Dewey

By Fremont Rider. \$2.75. A. L. A. 6th in the series of American Library Pioneers.

Fighting Americans of Today

By Don Cook. \$2.50. Dutton.

Biographies of Eisenhower, Clark, McNair, and 11 others. Ages 14 and up.

Invasion Leaders

By John R. Graf. 50 cents. McKinley.

Biographies of 10 American generals.

The Apostle of Alaska

By Sister M. Mildred, S.S.A. \$2.50. St. Anthony.

The story of a pioneer archbishop.

St. Teresa of Ávila

By William T. Walsh. \$5. Bruce.

Saving Angel

By T. Lawrason Riggs. \$1.75. Bruce.

The explanation of the rehabilitation process by which the Church dispelled all doubt about the orthodoxy of Saint Joan of Arc.

St. Louise de Marillac

By M. V. Woodgate. \$2. Herder. Biography of the foundress of the Sisters of Charity.

Frank Leahy and the Fighting Irish

By Arch. Ward. \$2.75. Putnam.

FICTION

John Smith, Emperor

By S. G. Gallego. Cloth, \$2. Paper, \$1. Catechetical.

A novel in which the hero controls the world and leads it to Christ. The Dove Flies South

By Rev. James A. Hyland. \$2.50. Bruce.

A story which compels the white man to understand the black man. Convent Boarding School

By Virginia A. Kenny. \$2. Sheed. An adult and teen-age book. It does for the 11 year old what Tarkington did for the 17 year old.

Wilderness Champion

By Joseph W. Lippincott. \$2. Lippincott.

The story of a great hound.

From Star to Star

By Eric P. Kelly. \$2. Lippincott. Story of university life in medieval Poland. The hero meets Copernicus. Grades 7-12.

Pollyanna's Protégé

By Margaret P. Chalmers. \$2.25. The 11th Glad Book or the Pollyanna book of 1944.

Deerwander Farm

By Agnes Barden Dustin. \$2.50. Life in the hills of New Hampshire, the home of the author.

Berings Potlach

By Lucile S. McDonald (1944). Oxford.

For boys 12-16.

The Open Gate

By Kate Seredy. \$2.50. Viking.

A story for boys 12-15.

All the Aprils

By Vera Marie Tracy. \$1.75. Bruce.

13 sketches and stories selected from Miss Tracy's three books, *Burnished Chalices*, *Blue Portfolio*, and *Break Thou My Heart*.

SCIENCE

What Are the Cosmic Rays?

By Pierre Auger. \$2. Chicago. The facts about cosmic rays stated for the general reader.

A Mathematician Explains

By Mayme I. Logsdon. \$1.75. Chicago.

A book about mathematics for ordinary readers.

Highlights of Astronomy

By Walter Bartky. \$2.50. Chicago.

Behind the Microphone

By John J. Floherty. \$2. Lippincott.

An introduction to radio. Grades 8-12.

Your Forests

By Martha B. Bruere. \$2. Lippincott.

About American forests and the industries resulting from their products. A foreword by Gifford Pinchot and 56 photographic illustrations. To be published soon.

Your Career in Music

By Harriet Johnson. \$3. Dutton. A guidebook to students interested in a career in any occupation related to music. Ages 15 and up.

SOCIAL STUDIES

Basic History of the United States By Charles and Mary Beard. 69 cents. Garden City Publishing Co., Garden City, N. Y.

The Birthday of a Nation: July 4, 1776

By Frances Rogers and Alice Beard. \$2. Lippincott.

A behind-the-scenes story of the Declaration of Independence. For ages 12-16. To be published soon.

Dom Pedro of Brazil

By Mildred Criss. (1944) Dodd.

Pocahontas, Young American Princess

By Mildred Criss. (1943) Dodd.

The Story of the Irish Race

By Seumas MacManus. \$3.50. Devin.

THE TEACHER'S LIBRARY

OUTSTANDING CATHOLIC BOOKS

Eleven Catholic books have been chosen among the 50 outstanding religious books of the year. They are: *The Vatican and the War* by Camille Cianfarra, published by E. P. Dutton Co.; *The Church and the Liberal Society* by E. J. Hughes, Princeton University Press; *The Pope's New Order* by Philip Hughes, Macmillan; *Men of Maryknoll* by James Keller and Meyer Berger, Scribner's; *The Race Question and the Negro* by John LaFarge, Longmans, Green; *The Rights of Man and the Natural Law* by Jacques Maritain, Scribner's; *Orestes Brownson: Yankee, Radical, Catholic* by Theodore Maynard, Macmillan; *A Newman Treasury* edited by C. F. Harrold, Longmans, Green; *Saving Angel* by T. Lawrason Riggs, Bruce; *Carmelite and Poet: A Framed Portrait of St. John of the Cross* by Robert Farren, Macmillan; and *Philosophies at War* by Fulton J. Sheen, Scribner's.

PHILOSOPHY

Psychology in Living

By Rothael H. Cross, C.P.P.S. \$2.50. Macmillan.

A Realistic Philosophy

By K. F. Reinhardt. \$2.75. Bruce.

The Philosophy of St. Thomas Aquinas

By Hans Meyer. Tr. by Frederic Eckhoff. \$5. Herder.

A systematizing and interpreting of the philosophical work of St. Thomas.

An Introduction to Philosophy

By Paul J. Glenn. \$3. Herder.

A book that explains and simplifies

Hawaii—Offshore Territory

By Helen G. Pratt. \$2.50. Scribner's.

Political, economic, and social history since 1898. Grades 7-12.

The Battle Against Isolation

By Walter Johnson. \$3. Chicago. Public opinion from 1939 to Pearl Harbor, with a summary from 1918 to 1939.

Mentor Graham, the Man Who Taught Lincoln

By Duncan and Nickols. \$3.75. Chicago.

Biography of Lincoln's teacher, compiled from interviews with his descendants and pupils. A picture of Kentucky and Illinois in 1800.

Democracy: Should It Survive?

Issued by the William J. Kerby Foundation of the Catholic University of America. \$2. Bruce.

A symposium by 13 prominent people.

Beyond All Fronts

By Max Jordan. \$3. Bruce.

The author knows, practically at firsthand, the story of Europe in the past 20 years. He gives the history of Germany from World War I to the present.

War Is My Parish

Compiled by Dorothy Fremont Grant. \$2.25. Bruce.

A compilation of achievements of priests in the armed services. From newspaper accounts.

The philosophical vocabulary and states first principles in intelligible language. See review in THE CATHOLIC SCHOOL JOURNAL, Oct., 1944, p. 244.

EDUCATION

How to Teach Religion in the Primary Grades

How to Teach the Apostles' Creed

These are parts II and IV of *Practical Helps for the Religion Teacher* by Aloysius J. Heeg, S.J., published by Queen's, at 25 cents each.

Teaching: A Basic Text in Education

By Dr. A. Gordon Meloin. 1944. Putnam.

Instructions on Christian Doctrine. Vol. IV.

By Rev. Nicholas O'Rafferty. \$3.25. Bruce.

This fourth and final volume discusses prayer, precepts of the Church, sin, and virtues. Others treated of the Apostles' Creed; the Sacraments; and the Commandments of God.

Aids to Willing Training in Christian Education

By Two Sisters of Notre Dame. \$2.50. Pustet.

The Creed Explained

By Rev. Joseph J. Baierl. \$3.75. Catechetical.

Outline of Religion Course Content Prepared for the Diocese of Pittsburgh. Pub. in 3 vols. by Duplicating Supply Co., 422 First Ave., Pittsburgh 19, Pa.

The Guidance of Parents

By Rev. Daniel A. Lord, S.J. \$2. Queen's.

Practical Psychology and Catholic Education

By Brother George, F.I.C. Brothers of Christian Instruction, Notre

Dame Institute, Alfred, Me.

Class Size and Adaptability

By Clarence A. Newell. \$1.85. Bureau of Publications, Teachers College, Columbia University, New York 27, N. Y.

The Teachability of Certain Concepts in Modern European History in the Secondary School

By Sister Justa McNamara. The Johns Hopkins Press, Baltimore, Md.

Boys Will Be Men

By M. C. Paul. \$1.75. Bruce.

The author gives other teachers the benefit of 20 years of psychological and prayerful experience in teaching boys.

Freedom Through Education

By John D. Redden and Francis A. Ryan. \$2.50. Bruce.

The implementation of the four freedoms through education.

The Music Curriculum in a Changing World

By Lilla Belle Pitts. \$2.20. Silver.

A new professional text that challenges the teacher to make the most of music.

PRACTICAL AIDS

The Students' Planning Book

By Baysinger and Silvius. 30 cents. International.

Tells the teacher how to plan and maintain a shop course.

Quote the Gospel

By Rev. V. Lelievre, O.M.I. 50 cents. Catechetical.

References to Gospel texts.

Spiritual Check-up for Religious

By Rev. Lawrence G. Lovasik, S.V.D. 10 cents. Catechetical.

The Organization, Administration, and Supervision of Business Education

By Earl Strong. \$2. Gregg.

Sports Organization and Administration

By Hughes and Williams. \$4. Barnes.

The why and how for athletic directors, coaches, instructors.

The Barnes Sports Library

Consists of 42 books (each \$1.25) on various individual sports. Barnes.

The Glorious Ten Commandments

By Rev. Daniel A. Lord, S.J. \$2. Queen's.

Sacraments of Daily Life

By Bernard J. Kelly, C.S.Sp. \$3.75. Sheed.

The Catholic Theatre Year Book

Pub. by The Catholic Dramatic Movement, 1120 N. 18th St., P. O. Box 1336, Milwaukee 1, Wis.

This is a book of information for directors of school and parish plays, and a detailed description of the plays published by the organization since the publication of the basic catalog in 1939. The 1944-45 yearbook, however, contains a complete list of all plays published by The Catholic Dramatic Movement. Rev. M. Helfen has directed the Movement for 20 years. Send him 10 cents for the Yearbook.

One-Act Plays for Today

By Griffith and Mersand. Pub. by Globe.

Anthology of modern plays—melodrama, farce, comedy, fantasy, monodrama, poetic drama, ethical problems, and radio drama.

Books on Dancing

Barnes issues a special catalog of books on dancing—folk, social, modern, tap, rhythm, costume.

The Chinese-American Song and Game Book
By A. Gertrude Jacobs. \$2.50. Barnes.

The Big Book of Halloween Entertainments
For schools or other organizations. \$1.50. Beckley.

The Teacher and the Comics
By Gabriel Lynn. 24 pp. 5 cents. Catechetical.

The Case Against the Comics
By Gabriel Lynn. 32 pp. 5 cents. Catechetical.

Catholics Meet the "Mike"
By Mary A. Schroeder. Pub. by Queen's.

A radio workbook for school and parish organizations.

Latin Grammar
By Cora and Charles Scanlon. \$3. Herder.

Latin grammar needed for the Mass and the Breviary.

The World of Washington Irving
By VanWyck Brooks. \$3.75. Dutton.

Literary history and background, favorably reviewed by Catholic reviewers.

Francis Thompson: In His Paths
By Rev. Terence L. Connolly, S.J. \$2.75. Bruce.

An authentic portrait of Thompson and his background from first-hand sources.

The Scarlet Lily
By Edward F. Murphy, S.S.J. \$2.25. Bruce.

The Bruce-Extension Prize Novel. A novel with Mary Magdalen as chief character.

HISTORY AND BIOGRAPHY

Outline History of the Church by Centuries
By Rev. Joseph McSorley. \$7.50. Herder.

American History in School and Colleges
Report of the Committee on American History. Macmillan.

Pageant of Popes
By John Farrow. \$3.50. Sheed.

A short history of all the popes.

Celestial Homespun
By Katherine Burton. \$3. Longmans.

The life of Isaac Thomas Hecker, the founder of the Paulists.

The Glowing Lily
By Eugenia Markowa. \$1.25. Bruce.

Vivid biography of the thirteenth-century Silesian noblewoman, Saint Hedwig, queen of Poland.

The Man Nearest to Christ
By Francis L. Filas, S.J. \$2.50. Bruce.

The story of St. Joseph, from Scripture, patrology, history, and theology.

WORLD PROBLEMS

Pius XII on World Problems
By James W. Naughton, S.J. \$2. America.

The war and its costs, peace and reconstruction, modern social problems, problems of the Church today.

The Social Message of Jesus
By Igino Giordani. \$4. St. Anthony.

A World to Reconstruct
By Guido Gonella. \$3.50. Bruce.

The Time for Decision

By Sumner Welles. \$3. Harper.
Christianity in the Market Place
By Michael de la Bedoyere. \$2. Bruce.

A study of the ills of today and their relation to Christianity.

The Mystery of Iniquity
By Rev. Paul Hanly Furfey. \$2. Bruce.

Father Furfey says that many American Catholics are in a No-Man's Land.

The Headline Series
On the Threshold of World Order; The Amazon; Canada; Skyways of Tomorrow; A Peace That Pays; France: These are new titles in the series of 25-cent books published for the Foreign Policy Association by Silver.

Methods of Vocational Guidance
By Gertrude Forrester. \$3. Heath.

A practical book for the vocational counselor.

FOR LIBRARIANS

Today's Handbook for Librarians
By Mary A. Sweeney. 75 cents. A. L. A.

Data about employment and training opportunities; armed services; rehabilitation; guidance problems. Planographed.

Introduction to Reference Work
By Margaret Hutchins. \$3.50. A. L. A.

Reference Books of 1941-1943
By Constance M. Winchell. \$1.50. A. L. A.

Simple Library Cataloging
By Susan G. Akers. \$2.25. A. L. A. Third edition published in 1944.

Educational Film Catalog
Beginning Jan., 1945; lists nearly 3000 films (16mm.). Service to June, 1945, \$3. Wilson.

Vertical File Service
Monthly catalog of pamphlets. Sold on service basis. Wilson.

Gateway to Readable Books
Annotated, graded list for adolescents who find reading difficult. \$1.25. Wilson.

Catalog of Reprints in Series
By Anna H. Rothe. \$3.50. Wilson. Dictionary catalog. Price includes a supplement to be delivered later.

Children's Catalog of Books
Sixth ed. rev., 1941, with annual supplements. Sold on service basis. Wilson.

Fiction Catalog
Sold on service basis. Wilson.

How to Use the Readers' Guide
Pamphlet for grade and high school pupils. Up to 50 copies free; additional 2 cents each. Wilson.

Character Formation Through Books
By Clara J. Kircher. Pub. by The Catholic University of America Press, Washington 17, D. C.

A bibliography for the application of bibliotherapy in grades 1-12.

Pictorial Library Primer
By Mrs. Winifred Davis. 95 cents. Library Research Service, Box 295, New Haven, Conn.

Cataloging of a small library.

Christmas the World Around
By Ruth Heller. 1944. Hall.

A pageant, based on material in *The Christmas Carolers' Book in Song and Story*, by Torstein O. Kvamme.

PUBLISHERS

Italics in the following list indicate the abbreviations used in the preceding list of books to designate the publishers.

Boldface type indicates that the publisher has an advertisement in this issue of THE CATHOLIC SCHOOL JOURNAL. See Advertisers' Index on page 39A.

A. B. Co.—American Book Co., 888 Lexington Ave., New York 16, N. Y.

A.L.A.—American Library Assn., 520 N. Michigan Ave., Chicago 11, Ill.

Allyn—Allyn & Bacon, 50 Beacon St., Boston 8, Mass.

America—The America Press, 70 E. 45th St., New York 17, N. Y.

Barnes—A. S. Barnes & Co., 67 W. 44th St., New York 18, N. Y.

Beckley—Beckley-Cardy Co., 1632 Indiana Ave., Chicago 16, Ill.

Benziger—Benziger Brothers, 26-28 Park Place, New York 7, N. Y.

Brothers of Christian Instruction, Notre Dame Institute, Alfred, Me.

Bruce—The Bruce Publishing Co., 540 N. Milwaukee St., Milwaukee 1, Wis.

Bureau of Publications, Teachers College, Columbia University, New York 27, N. Y.

Catechetical—Catechetical Guild, 128 E. 10th St., St. Paul 1, Minn.

Catholic Dramatic Movement, 1120 N. 18th St., Milwaukee 1, Wis.

Catholic Students Mission Crusade, Crusade Castle, Cincinnati 26, Ohio.

Catholic University of America Press, Washington 17, D. C.

Chicago—University of Chicago Press, 5750 Ellis Ave., Chicago 37, Ill.

Christopher—Christopher Publishing House, 1140 Columbus Ave., Boston 20, Mass.

Compton—F. E. Compton & Co., 1000 N. Dearborn St., Chicago 10, Ill.

Crofts—F. S. Crofts & Co., 101 Fifth Ave., New York 3, N. Y.

Crowell—Thomas Y. Crowell Co., 432 Fourth Ave., New York 16, N. Y.

Devin—Devin-Adair Co., 23 E. 26th St., New York, N. Y.

Dodd—Dodd, Mead & Co., 449 Fourth Ave., New York 11, N. Y.

Doubleday—Doubleday, Doran & Co., Inc., 14 W. 49th St., New York 20, N. Y.

Duplicating Supply Co., 422 First Ave., Pittsburgh 19, Pa.

Dutton—E. P. Dutton & Co., Inc., 286-302 Fourth Ave., New York 10, N. Y.

Garden City Publishing Co., 75 Franklin Ave., Garden City, N. Y.

Ginn—Ginn & Co., Statler Bldg., Park Square, Boston 17, Mass.

Globe—Globe Book Co., 175 Fifth Ave., New York 10, N. Y.

Gregg—The Gregg Publishing Co., 270 Madison Ave., New York 16, N. Y.

Hall—Hall & McCreary Co., 434 S. Wabash Ave., Chicago 5, Ill.

Herder—B. Herder Book Co., 17 S. Broadway, St. Louis 2, Mo.

Holt—Henry Holt & Co., 257 Fourth Ave., New York 10, N. Y.

Houghton—Houghton Mifflin Co., 2 Park St., Boston 7, Mass.

International—International Textbook Co., 1001 Wyoming Ave., Scranton 9, Pa.

Johns Hopkins Press, Baltimore, Md.

Julie—The Julie Naud Co., 121 W. 88th St., New York 24, N. Y.

Laidlaw—Laidlaw Brothers, 328 S. Jefferson St., Chicago 6, Ill.

Laurel—Laurel Book Co., 325 S. Market St., Chicago 6, Ill.

Library Research Service, Box 295, New Haven, Conn.

Lippincott—J. B. Lippincott Co., E. Washington Square, Philadelphia 5, Pa.

Longmans—Longmans, Green & Co., 55 Fifth Ave., New York 3, N. Y.

Loyola—Loyola University Press, 3441 N. Ashland Ave., Chicago, Ill.

Macmillan—The Macmillan Co., 60 Fifth Ave., New York 11, N. Y.

McCormick—McCormick-Mathers Co., 1501 E. Douglas Ave., Wichita, Kans.

McGraw—McGraw-Hill Book Co., 330 W. 42nd St., New York 18, N. Y.

McKinley—McKinley Publishing Co., 809-811 N. 19th St., Philadelphia, Pa.

Merriam—G. & C. Merriam Co., 10 Broadway, Springfield 2, Mass.

Messner—Julian Messner, Inc., 8 W. 40th St., New York 18, N. Y.

Newton—Newton & Co., 72 Fifth Ave., New York 11, N. Y.

Oxford—Oxford University Press, 114 Fifth Ave., New York 11, N. Y.

Page—L. C. Page & Co., 53 Beacon St., Boston 8, Mass.

Pustet—Frederick Pustet Co., Inc., 435 Main St., Cincinnati 1, Ohio.

Pillman—G. P. Putnam's Sons, 2-6 W. 45th St., New York, N. Y.

Quarrie—The Quarrie Corp., 35 E. Wacker Drive, Chicago 1, Ill.

Queen's—The Queen's Work, 3742 W. Pine Blvd., St. Louis 8, Mo.

Sadlier—Wm H. Sadlier Co., 11 Park Place, New York 7, N. Y.

Scott—Scott, Foresman & Co., 623 S. Wabash Ave., Chicago 5, Ill.

Scribner's—Charles Scribner's Sons, 597 Fifth Ave., New York 17, N. Y.

Sheed—Sheed & Ward, 63 Fifth Ave., New York 3, N. Y.

Silver—Silver Burdett Co., 45 E. 17th St., New York 3, N. Y.

South-Western—South-Western Publishing Co., 201 W. Fourth St., Cincinnati 2, Ohio.

St. Anthony—St. Anthony Guild Press, 389 Main St., Paterson 3, N. J.

Van Nostrand—D. Van Nostrand Co., Inc., 250 Fourth Ave., New York 3, N. Y.

Viking—Viking Press, Inc., 18 E. 48th St., New York 17, N. Y.

Weber—Weber Costello Co., Chicago Heights 16, Ill.

Wilson—The H. W. Wilson Co., 950 University Ave., New York 52, N. Y.

World—World Book Co., 333 Park Hill Ave., Yonkers 5, N. Y.

Practical Aids for the Teacher

God Through Chemistry

*Sister Clarita Seramur, S.C., M.A.**

Chemistry is a steppingstone to God; a branch of that great tree of science, grasping in an evasive vapor of ignorance for the solidity of truth—for God, its Author. A perusal of the composition of matter and the changes it undergoes brings us to the magnanimous virtues and powers compounded in Him, who is never changing, the Eternal Three. A study of nature teaches us the beauty of God; a study of chemistry teaches us God, Himself; for who but the all-loving, omniscient, and omnipotent One could create such a marvelous universe for the mortal happiness of man?

Happiness consists in goodness; goodness inspires service; service inspires love; and love is the essence of creation. Thus, only a burning conflagration of love for future creatures resembling Him could have impelled God to employ His wisdom and His power to produce such an end as this complicated world in which we live. Protons, neutrons, electrons, atoms, elements, compounds—all link together and grow into a never ending chain of wonders, wonders of the creative power of God, too deep, too beautiful, and too sacred for the mind of man to perceive!

However, God, in His infinite wisdom, has formulated a purpose for these marvels, the objective being that man's surroundings would lift his mind and heart to Him; and man cannot help but look to God, when he looks at God, in the products of His creation, in the science which studies these products—chemistry. Man may speak of "chemical reactions," but who causes these reactions to take place? This is the sad omission of too many scientists today, scientists tainted with the false philosophy of materialism.

He, who by good example, brings us closer to God is a virtuous man; and so, that subject which, by its compliance with His will, throws a guiding light upon the narrow pathway to heaven, is likewise a virtuous one. This, alone, justifies the science of chemistry. To begin, chemistry impregnates one with *faith in God*. It proves to mankind that matter cannot be truly destroyed by any person or thing in the universe. Certainly then, we must conclude, a God who will not allow man to destroy even the elements of mortal matter, would never permit him to destroy the source of immortality, the soul; for that soul was created to live forever, and neither animate nor inanimate objects can kill in us that likeness to God which is destined for eternal happiness.

This thought leads to *hope in God*. Hope fosters an optimistic view of life, and by the very purpose for which God created man, man was intended to be optimistic rather than pessimistic, for—

"An optimist sees an opportunity in every difficulty;

A pessimist sees a difficulty in every opportunity,"

—and God sends every man difficulties in order that he may seize the opportunity for his salvation. Consider the millions of ailments which impair the physical comforts of man! These are all opportunities, garbed in the dark cloak of difficulty. Man often regards disease as a plague; but chemistry, under the guidance of a Christian teacher, realizing that disease comes from the hand of an Almighty Creator, regards it as a blessing and an opportunity; an opportunity in which it can use the elements of creation to follow Christ's bidding *to care for the sick*.

All disease, no matter how repugnant or repellent to the human eye, is beautiful in the eyes of chemistry, for it is the handiwork of an all-wise and all-beautiful Creator, to be treated, though often slowly and painfully, by an all-beautiful product, for an all-beautiful purpose, the personal sanctification of man for the salvation of his immortal soul. This schools humanity in the profound *justice of God*—that He so created the world that its very components might be a means of salvation for its inhabitants!

Often, those people who are unable to see God in man can see God in matter. Even the most prejudiced person should be drawn to God through the study of chemistry, for he, seeing the unfathomable depths of science, the part which matter and its components play in the drama of life, soon comes to the conclusion that this marvelous phenomenon is far too deep to have been created or even conceived by any human mind, and that it is for a purpose far greater than any human plan. He cannot help but come to the realization that this one great purpose is his own eternal salvation. Hence chemistry leads to a deeper *love of God*; and man, with love, can reach the greatest heights of accomplishments; for a loving heart reaches its goal.

Just as the joys of heaven are meant for all men, so, too, the joys of earth. Chemistry demonstrates this as it points out that all men live under the influence of the same elements, in the same universe, created by the same living God. Under chemistry, the world is massed into one large compounded family, ready to be affected by the same catalyst of Love, the Divine Word of God; ready to be converted under one banner, that of Christ, the King. Science belongs to the whole world and before it should vanish the barrier of nationality, that barrier which might hinder man's progress toward God and the final haven of rest.

Moreover, as chemistry shows man how each element must play its part in joining with others to form the complete realm of existence, so, too, from it we draw the conclusion that each man must perform his duties in joining with his fellow men to bring

others into the common bond of the friendship of God—in the realm of spiritual existence; for as all the individual branches of science constitute the links of an endless chain from which not one can be detached without destroying the harmony of the whole, so, too, is the position which each man holds in the struggle for eternal salvation.

Lest man be too proud in claiming the leading role in the drama of life, chemistry convinces him that he is merely a tiny ember in the furnace of the heated struggle between knowledge and ignorance; between truth and falsehood; for only God, in His infinite wisdom, can fathom the depths of the ever changing sea of science. Mortal men are but storm-tossed ships guided by a beacon of grace to carry cargoes of virtuous gems into the stronghold of a loving Master. Chemistry is, in truth, an arsenal of humility; for the best part of our knowledge is that which teaches us where knowledge leaves off and ignorance begins.

Science is time; virtue is eternity. The virtues found through the study of chemistry, like the sands of time, are innumerable beyond any human conception, and easily might slip through man's ill-grasping fingers; but chemistry, enveloping man with the grace of God, provides him with love-bedecked gloves, to which particles of glittering virtue must cling steadfastly. Chemistry's true beauty can be discerned only when the depths of its real purpose is achieved; that all mankind, through the science of chemistry, may be drawn for time immortal to the knowledge, love, and service of its God, its Creator; that all men may see chemistry through God, and God through chemistry.

MARIAN LIBRARY WELL ESTABLISHED

The Marian Library project of the Society of Mary at the University of Dayton, Dayton 9, Ohio, is making steady progress with Rev. Edmund J. Baumeister, S.M., as editor and director. A sizable Marian library has been assembled and there is a constant increase in the number of books of Mariology through the help of friends. Plans are underway for the early publication of a catalog of the 2500 titles in the Marian Library. Friends of the project have checked nearly 1000 Marian titles in the New York City Public Library and those in the St. Louis Public Library. The promoters of the Marian Library, the Brothers of Mary, solicit the cooperation of all persons who may be in a position to help in any way. Clergy, religious, and laity are numbered among the active workers.

WESTINGHOUSE SCHOLARSHIPS

Ten 1945 scholarships, now valued at \$1,850 each, will be awarded for an engineering education at Carnegie Institute of Technology in Pittsburgh, by Westinghouse Electric and Manufacturing Co., Pittsburgh, Pa. Applications will be accepted only till February 1, 1945. Contestants must have good records in high school and be able to meet Carnegie Tech entrance requirements.

MARCH VOCATION MONTH

March has been designated as Vocation Month by the department of school superintendents of the N.C.E.A. All diocesan superintendents are being invited to plan a uniform program to deepen the spiritual life of pupils—prayer, frequent Communion, and sacrifice—and to give instruction concerning religious vocations.

*Seton High School, Price Hill, Cincinnati 5, Ohio.

Appreciation of Catholic Art

*Sister M. Wilfrid, O.S.F. **

Every country makes itself significant by means of certain traits just as every religious sect manifests itself by a distinguishing mark. The many meaningful symbols displayed in Church decorations confirm this.

While the characteristics particular to the individual develop and grow stronger from youth until they function automatically, so Catholic art should be fostered in early school life throughout the grammar grades until the meaning of Catholic symbols, if not the history of the most common ones, can be mastered and explained with ease to non-Catholics who make inquiries.

From actual experience, teachers can testify that there are some children who attended Catholic schools and yet, the beautiful symbols which confront them daily and adorn the altars, Communion railings, and church windows mean nothing but design to them, because their attention has not been concentrated upon them with a specific aim.

How many stand dumbfounded and stalled when asked to interpret a simple symbol of Faith, such as the triangle which represents the three Divine Persons in God. The diagram of the All-Seeing Eye in that triangle becomes a stumbling block and has no meaning for them because they have not been taught to interpret and understand the lesson conveyed.

This year our class made a special attempt to study and appreciate Catholic art. The class used the beautifully colored church windows and altars as well as the illustrated catalogs from Catholic firms. Then the class did research work to follow up the meanings of these designs. Window after window in our church received special study until every symbol presented was understood.

A good result resulted from this also, for the school realized the need and necessity of good Catholic books for research.

One of the boys in the eighth grade who was gifted with special artistic talent gave demonstrations of Catholic art by means of drawings upon the blackboard. The others sat in their seats and drew the symbols to the best of their ability. The one having completed the best plate was permitted to stand before the class holding his masterpiece while one of the better speakers gave the history of that particular plate.

One symbol which adorned one of the windows was the dove which represents the Holy Ghost. The class learned that the dove also signifies the Incarnation of our Saviour by the power of the Holy Ghost. This dove may also mean martyrdom, and the dove with an olive branch may signify peace and hope.

Although a very unique drawing was made of the Holy Ghost, it does not appear in the accompanying picture, for the simple reason that the artist was not present when the photo was taken.

Another interesting symbol drawn freehand from the pattern on the window and aided by the catalogs, was the lamb. This was drawn by the happy boy who so proudly displays the results of his efforts.

The lamb is an emblem of our Lord, who was sacrificed for our sins. St. John called the Saviour, "The Lamb of God." The lamb also means innocence and typifies a sacrifice without guile or blemish.

The lamb provided much food for thought and study. All felt that the lamb was an ideal expression of the tender meekness of Christ. The lamb was drawn standing, lying down with, and without the Missal.

The drawing of the lamb upon the Missal, the symbol of unruffled calm, gave such delight that it was mounted upon the bulletin board as a centerpiece for a Mass attendance chart, about which the names of the children were artistically arranged according to their attendance at Holy Mass.

The pelican was also drawn freehand from a small copy, painted, and mounted upon the bulletin board as a symbol of sacrifice. The pelican, a sea bird, which represents the Holy Eucharist, reminds us of Him who shed His blood for us and who nourishes our souls with His Body and His Blood.

This symbol aroused more serious thought and brought more questions, for it seemed quite evident that the baby pelicans were actually being fed upon the mother's blood. This was interpreted as the sacrifice which Christ made for the nourishment of the souls of Christians, and which transforms our nature into His.

A picture of the Sacred Heart was chosen and drawn. After studying it, the class realized that the light about the Sacred Heart is a living flame of love which Christ is so eager to bestow upon His children, if they will only ask for favors from this generous Sacred Heart.

One of the boys had excellent luck in

sketching the *Ecce Homo* in pencil. This was studied again as the symbol of patience in suffering and mental strain.

Catholic art, if properly directed and made interesting, will leave lasting impressions upon the children who will be eager to look up and learn the exemplary meanings of Catholic subjects.

The study and appreciation of Catholic art was not made an isolated subject. It was correlated with religion, literature, reading, and art. The study gave real pleasure, and the results were most gratifying.

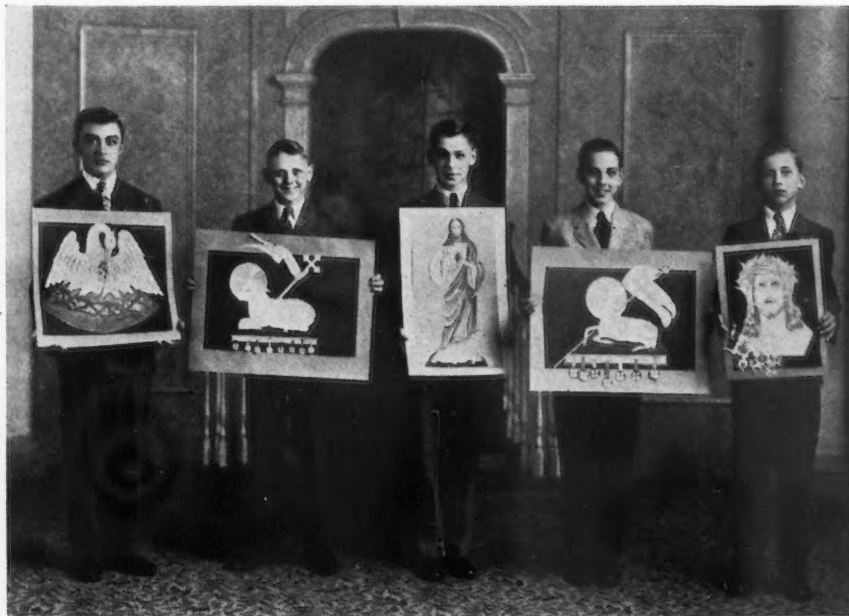
The Knights of Columbus invited the class to one of their meetings where the children spoke upon the symbols of the Church.

CHRIST OUR BROTHER

God became man once that we might never think of Him as one aloof. Our religion can become a cold and formal thing and lack the warmth that goes with a personality. . . . We cannot go too far in stressing Christ's humanity and His interest in our problems. He wishes to be intimate with all the hum-drum things of our daily lives. The dear, scarred hand of Christ is ever on our shoulder. From time to time an act of faith in His divinity is recommended, but never should we let a wall arise between ourselves and Christ. He worked a miracle once at Cana to relieve human embarrassment. Washington and Cana may be many miles apart but Christ and we should not be so separated. — *Rev. John J. Reilly, National Shrine of the Immaculate Conception.* Quoted from "The Washington Star."

Our farm woodlands alone have a larger area than the combined forests of Norway, Sweden, Finland, and Italy.

The barrels of our Army Air Force rocket guns—the flying bazooka—are made of paper treated with heat-resistant plastics.



Students of St. Peter's School Display Their Art Projects.

*St. Peter School, Fleming, Colo.

Pictures for Teaching the Life of Christ

Brother Cyril Marcus, F.S.C. *

1. Utility of Pictures

Pictures, like maps, are necessary to a certain extent in teaching the life of Christ. Strictly speaking, we can do without them, but who can tell what we lose? Visual teaching aids are stressed today, and rightly so, for psychology shows us that our ideas come originally through the senses and that our sensible faculties have great influence on our intellectual and moral powers. Pictures furnish this concrete start to new knowledge, and they lead to the practice of the knowledge thus assimilated. Pictures appeal to the imagination, relieve the strain on the memory, and awaken sympathy and interest. Pictures fix the scene in the memory; they excite pious sentiments; they recall Christ's example; they animate the teaching; they develop the sense of the beautiful and give a taste for religious pictures of value.¹ Artistic reproductions also serve to give a deeper emotional effect through the aesthetic feeling evoked. Art acts on morality as well as on the emotions. Hence, we must use the aesthetic for religious formation.²

2. Qualities of Pictures

To attain their end, pictures must possess two main qualities: appeal to the pupils, and veracity and suggestiveness in presenting the scene or the truth to be demonstrated. First impressions are seldom lost; hence we must present only pictures that are inspiring in every way. Biblical pictures, besides being clear, elegant, and in good taste, should be expressive, and should bring out the principal personage or the characteristics of a scene. Further, there should be no detail not in harmony with the Gospel narrative, or contrary to the geographical, historical, or social background.³

3. Pictures Published Separately From Textbooks

Photographs proper of the Holy Land are available in the book of J. L. Hurlbut, *Bible Atlas*.⁴ Historical pictures, that is, those depicting a scene in our Lord's life or one of His parables, are more easily obtained. The Catechetical Guild⁵ publishes two sets of pictures. "The Life of Christ" (6½ by 9 in. — 50 cents per set) consists of 28 etching-like designs by G. Conti, lithographed in black and white on heavy paper and containing the account on the reverse side. The other set

is "100 Silhouettes on the Life of Christ" (10 by 15 in. — \$3.50 per set), the work of a distinguished French artist and valuable for use on the blackboard around the classroom. The silhouettes are simple, but very expressive. This is a fairly complete set of pictures from the Annunciation to the Ascension.

The Co-operative Parish Activities Service⁶ publishes many sets of pictures. The "Colored 52 Set" is published in two sizes: card miniatures (3 by 3½ in. — 5 cents per set of 13 pictures) with the story printed on the back together with a memory verse and Bible and Catechism references; and large wall charts (21 by 33 in. — \$1.50 per chart of 13 pictures) with titles, memory verses, and text references. The four sets (each of 13 pictures) belonging to this "Colored 52 Set Pictures" are: "Keeping Alive the Knowledge of the Promised Redeemer Set"; "The Life of Christ Set"; "Christ Establishes His Church Set"; and "Parables of Our Lord Set." The large charts are suitable for a class as the pictures are clear, not too detailed, and beautifully designed and colored. Because of the limited number of pictures, the value of their use in a high school class could be questioned; for the elementary grades they are probably the best of their kind.

Several inconveniences of individual small pictures can be mentioned. Many are intended for project work in the elementary grades and might have less appeal for the high school student; they are an added expense every year; they present only a few scenes; they are hard to keep together; they get lost and torn easily. Further, some of the pictures may lack significance, or sufficient characterization of the main personages. However, the teacher should decide whether the use of these pictures would help the class. The fact that the Gospel verses printed on the back of the pictures, as well as the pictures themselves, should be found in some form in the text, is no proof of their lack of utility. Some are really meaningful and may be suggestive of much explanation. The same criticisms hold in the following list of individual pictures:

a) From the Co-operative Parish Activities Service:

"Life of Christ in Colors": 40 pictures, 6 by 4¾ in. Each is a masterpiece of Biblical art. (1-5 sets, 75 cents per set; 6-24 sets, 50 cents per set; 25 sets or more, 40 cents per set).

"Colored Pictures for Children": 20 pictures on the life of Christ. Size: 10½ by 12 in.; \$1 (Set No. 9):

Black and White Project Pictures on white gummed paper. "The Apostles' Creed" (65 pictures, 5 cents per sheet); "Childhood of Christ" (17 pictures, 2 cents per sheet); "Teaching and Miracles of Christ" (22 pictures, 2 cents per sheet); "The Passion of Christ" (20 pictures, 2 cents per sheet); "The Resurrection and After" (16 pictures,

2 cents per sheet); "The Rosary" (15 pictures, 2 cents per sheet).

Standard Miniature Color Prints, No's. 63 to 85 on Christ; size 3¼ by 3½ in.; 20 cents per dozen.

Standard Art Series of Famous Bible Pictures: No. 559 "The Nativity" by Mueller; No. 562 "The Boy Christ" by Hofmann; No. 561 "The Good Shepherd" by Plockhorst; No. 564 "The Lost Sheep Found" by Soord; No. 560 "Suffer Little Children to Come Unto Me" by Plockhorst; No. 563 "The Agony in the Garden" by Hofmann. Each picture is 18½ by 22½ in. with artistic border, the entire sheet being 23 by 29 in. on heavy ripple-finish paper. Price, 75 cents per picture; \$4 per set of six. These pictures are especially suitable for hanging in the classroom.

b) From the Queen's Work Press:⁷

"Life of Christ Pictures": set of 40 pictures (4¾ by 6 in.; price, 75 cents).

c) From St. Anthony's Guild Press:⁸

"82 Pictures for Life of Christ Projects" (correlated with the *New Testament Syllabuses*). In 2 colors: small size: 2½ by 3½ in. at 15 cents per pack of 50, gummed; same subject in the pack. — Large size (with Gospel text), ungummed, in any quantity at about 1 cent per picture (size: 4¾ by 7 in.).

d) From The House of Art:⁹

In color or Sepia the price is the same. The sizes indicated are of the printed surface: Madonna by Barabino, 13 by 17 in., at \$2.50; (framed \$5).

The Lost Sheep by Soord, 7 by 11 in., at 60 cents; 9 by 12 in., at \$1.20; 12 by 18 at \$2.50; 17 by 26 at \$5.

The Last Supper by Da Vinci, 6 by 12 at 60 cents; 10 by 20 at \$2.50; 14 by 26 at \$5; 18 by 34 at \$10.

Christ at Twelve — Hofmann, 7 by 9 at 60 cents; 9 by 12 at \$1.20; 13 by 17 at \$2.50; 20 by 25 at \$5.

Christ in the Temple — Hofmann, *id.*

Christ at Thirty — Hofmann, *id.*

Christ and the Rich Young Ruler — Hofmann, *id.*

Christ in Gethsemane — Hofmann, *id.*

Suffer Little Children to Come to Me — Plockhorst, 9 by 12 at \$1.20; 13 by 18 at \$2.50; 20 by 28 at \$5.

The Good Shepherd — Plockhorst, *id.*

Christ Entering Jerusalem — Plockhorst, 12 by 17 at \$2.50.

Madonna of the Chair — Raphael, 14-in. circle, \$2; 20-in. circle, \$5.

The Star of Bethlehem — Zmurka, 7 by 10 at 60 cents; 12 by 17 at \$2.50.

Christ Before Pilate — Munkaczky.

Peter and John — Burnand, 11 by 18 at \$2.50.

The Light of the World — Nealis.

Christ and the Fishermen — Zimmerman, 14 by 17 at \$2.50.

Our Lord — G. Max (Veronica's veil), 21 by 26 at \$5.

Arrival of Shepherds — Lerolle.

The above prices are subject to change. There is an extra transportation charge on framed pictures. Special enlargements up to 40 by 60 or even 50 by 80 are made at request in sepia, water colors, or oils, framed

*Sacred Heart College, Las Vegas, N. Mex.

¹Cf. "Frères des Écoles Chrétiennes," *Manuel du Catéchiste* (Paris: Ch. Poussielgue, 1908), pp. 131-132.

²G. Delcuve, S.J., "How Shall We Present Religious Values to the Children and Adolescents of Today?" *Journal of Religious Instruction*, X (1939), p. 324.

³Sister Genevieve McBride, O.S.U., gives the following criteria for choosing pictures: "The picture should generate a love for Christ. It should be art. It should convey the thought or express the action it illustrates. It should conform to the child's understanding and appreciation." "Selecting Pictures as Aids in Teaching Religion," *Catholic School Journal*, XXXVI, 1, p. 7.

⁴Rand McNally & Co., 536 South Clark St., Chicago, Ill.

⁵541 University Ave., St. Paul, Minn.

⁶Effingham, Ill.

⁷3742 W. Pine Blvd., St. Louis, Mo.

⁸Paterson, N. J.

⁹East 34th St., New York, N. Y.

or unframed. Color slides of each subject (2 by 2) can also be obtained.

e) From *Art Education, Inc.* (Same address as the *House of Art*)

Color miniatures of famous painting 2 by 2 in. or regular $3\frac{1}{2}$ by $4\frac{1}{2}$ at 1 cent. Color slides at 50 cents each. For some pictures, museum color prints (8 by 10) at 50 cents are available with descriptive texts for each miniature. The paintings available are the same as those listed under the *House of Art* with some additions as:

The Annunciation — Fra Angelico.

Virgin in Adoration — Perugino.

The Tribute Money — Titian.

f) *The Alberty Co.*¹⁰

This company publishes fine photographic reproductions of famous subjects, hand colored, postcard size and material (about 4 by 6) at 5 cents each. The pictures are exceptionally well reproduced and the coloring is very effective.

g) *The Beckley-Cardy Co., Publishers.*¹¹

A set of 47 colored pictures of the Life of Christ (4 by 6 at 30 cents; per set in class orders, postage extra, 24 cents).

The pictures are attractive with a few exceptions where the printing is not clearly definite. Quite a few of the pictures are reproductions of the better known masterpieces, such as: The Annunciation to the Shepherds — Plockhorst; The Consoling Christ — Plockhorst; The Good Shepherd — Soord; Christ in Gethsemane — Hofmann; The Ascension — Hofmann; Christ Blessing the Children — Plockhorst.

This company also publishes a set of 15 full-color reproductions of original religious paintings for the Mysteries of the Rosary. (4 by 6, 15 cents postpaid; class orders, 12 cents.)

h) *The Perry Picture Co.*¹²

The catalog of this company contains about 2250 subjects with miniatures of 1600 of these. The subjects relating to Christ form only a part of these.

The various sizes of most of the pictures are:

One-cent size: 3 by $3\frac{1}{2}$ in., each for 60 or more.

Two-cent size: $5\frac{1}{2}$ by 8, each for 30 or more.

Four-cent size: 7 by 9 — all in sepia — for 15 or more.

Ten-cent size: 10 by 12 for 6 or more.

All sizes can be bought assorted.

To assist teachers, I have listed here some of the outstanding subjects in various sizes found in the Perry catalog:

1. *Ten-cent size:* The Last Supper — Da Vinci; Madonna of the Chair — Raphael; The Transfiguration — Raphael; Holy Night — Correggio; Arrival of the Shepherds — Lerolle; Christ Before Pilate — Munkacsy; Christ and the Fishermen — Zimmerman; Madonna — Ferruzzi; Madonna — Barabino; Christ in Gethsemane — Hofmann; Christ and the Doctors — *id.*; The Christ — *id.*; Christ and the Rich Young Man — *id.*; Christ Teaching — *id.*; Christ Blessing Children — Plockhorst; On the Way to Emmaus — *id.*; The Good Shepherd — *id.*; The Annunciation — *id.*; He is Risen — *id.*

2. *Four-cent size:* The same as the above

except the Madonna of Barabino. Add to those the following: The Nativity — Hofmann; The Sermon on the Mount — Hofmann; Christ and the Woman of Samaria — Hofmann; Easter Morning — Plockhorst; "Lord Help Me" — *id.*; Christ's Entry into Jerusalem — *id.*

3. *In Two- and One-cent sizes:* Works of Fra Angelico, Bellini, Botticelli, Ghirlandajo, Da Vinci, Michelangelo, Titian, Raphael, del Sarto, Correggio, Reni, Dolci, Ferruzzi, Barabino, Bouguereau, Lerolle, Murillo, Durer, Ittenbach, Muller, Hofmann, Plockhorst, Max, Munkacsy, Zimmerman, Sinkel, Bloch, and others on various phases of the life of Christ.

An additional number of reproductions (more than 75) which are published only in the one-cent size include such painters as Titian, Pinturicchio, Raphael, Reni, Scheffer, Bouguereau, Lerolle, Rubens, Dobson, Schonherr, Bida, Janssen, Bierman, Muller, Doré, and others.

The Perry Company publishes also many sets of pictures such as these:

1) 100 Pictures on the Life of Christ ($5\frac{1}{2}$ by 8, \$2). These prints, nearly all in sepia, include the outstanding paintings on various phases of the life of Christ. This set includes such painters as: Da Vinci, Titian, Raphael, Correggio, Reni, Bouguereau, Doré, Lerolle, Rubens, Murillo, Durer, Ittenbach, Hofmann (30), Plockhorst (11), Munkacsy, Zimmerman, Hunt, Vecchio, Bida, Muller, Bloch, and others.

2) Set of 50 on the Life of Christ ($5\frac{1}{2}$ by 8, \$1).

3) Set of 30 on the Life of Christ ($5\frac{1}{2}$ by 8, 60 cents).

4) Life of Christ by Hofmann: Part I. Booklet of 12 to 16 pictures for 35 cents; Part II. Booklet of 12 to 16 pictures for 35 cents.

5) Scenes in the Life of Christ: Booklet of 16 pictures ($5\frac{1}{2}$ by 8) for 35 cents.



— From "The Brooklyn Tablet"

6) "The Story of Christ" Book, size 7 by 9, picturing the life of Christ with more than 100 illustrations on heavy paper with corresponding Scripture narrative on the opposite page. \$1.50.

7) Bible Pictures in Colors: 41 subjects, most of them on the life of Christ, taken from the best paintings. Size 6 by 9 for \$1 per set, or 3 cents each for 20 or more. 32 of these subjects in size 3 by $4\frac{1}{2}$ can be obtained at 2 cents each for 30 or more. This set includes works by Hofmann (6), Reni, Raphael, Plockhorst (9), Da Vinci, Correggio, Zimmerman, Soord, Murillo, Doré, Richter, and others.

The Perry Company also handles these miniature colored pictures (3 by 4) at 2 cents each for 30 or more, as listed in its Catalogue C:

More than 50 subjects relating to the life of Christ, many of them different from those already named, such as: The Annunciation — Fra Angelico; The Assumption — Titian; Christ Washing the Disciples' Feet — Brown; The Crucifixion — Rubens; The Holy Family — El Greco; Resurrection of Christ — Bellini; Virgin on the Temple Steps — Titian.

Enlargements are furnished by the Perry Company under two types:

Artotypes (22 by 28 in., including margin, pictures proper averaging about 12 by 17; most in sepia or plain at \$1.50 each; hand colored \$2.50 each). Some of the subjects are: Last Supper — Da Vinci; Madonna of the Chair — Raphael; Immaculate Conception — Murillo; Christ in Gethsemane — Hofmann; Christ and the Doctors — *id.*; Head of Christ — *id.*; Christ and the Rich Young Man — *id.*; Christ Blessing Little Children — Plockhorst; The Good Shepherd — *id.*; The Annunciation — *id.*; Entry into Jerusalem — *id.*; "He is Risen" — *id.*; Christ before Pilate — Munkacsy; Christ and the Fishermen — Zimmerman; Madonna and Child — Ferruzzi.

United States Carbons (sepia, \$2.50 each; hand colored, \$3.50) Sistine Madonna — Raphael (20 by 26 size of picture; no white margin); Immaculate Conception — Murillo (17 $\frac{3}{4}$ by 26); Divine Shepherd — Murillo (19 by 26); Christ and the Doctors — Hofmann (19 by 26); Christ and the Rich Young Man — Hofmann (20 by 26); The Good Shepherd — Plockhorst (18 by 26).

i) From the *Loyola University Press*:¹³

Rev. A. J. Heeg's, *Jesus and I*, pictures, 19 by 23; \$3 for the set of 26 pictures, 22 of which refer directly to the life or words of Christ. These pictures are beautiful in every respect; the color and naturalness of the scenes make them very attractive. The pictures are on rather thin paper, but could be cut and framed on stiff manila paper.

j) *The Lohmann Co.*¹⁴

"Life of Christ" — a set of colored pictures (8 by 10; 50 cents).

¹⁰3441 N. Ashland Ave., Chicago, Ill.
¹¹413 Sibley St., St. Paul, Minn.

More than 12,000,000 board feet of pressure-treated timber was used in building the Alaskan highway.

The total area burned over each year by forest fires in the United States is about as large as New York state.

¹²250 Adams St., Brooklyn, N. Y.

¹³1632 Indiana Ave., Chicago, Ill.

¹⁴Malden, Mass.

Using the Catholic Almanac

*Sister M. Vivía, P.R.V.M.**

Nearly every English text that carries a chapter on library work has an exercise to acquaint the pupil with the use and the contents of the *World Almanac*. Those ordinarily used in Catholic schools, however, do not have a similar exercise for the *National Catholic Almanac*. The exercise given here is, therefore, meant to supplement the exercise on the *World Almanac*.

1. What is the attitude of the Church toward cremation?

2. What is the cornerstone of a church?

3. What is the status of the Church in England? In the United States? In the Philippines?

4. What milestones of Catholicism in America have the following dates: 1493?, 1673?

5. What is the significance of these dates in the Catholic history of Iowa: 1836?, 1837?, 1893?

6. What is the value of these coins found in Holy Scripture: shekel?, talent?, mite?, farthing?, groat?, penny?, didrachma?

7. What is the length of a cubit?

8. What are the requirements for a Doctor of the Church? Name five Doctors of the Church.

9. State the national descent of the last five Presidents.

10. What is nylon and who is its originator?

11. How should the flag be placed when it is used to cover a coffin?

12. Tell how to display a flag at half mast, or half staff.

13. What is the aim of the Legion of Mary?

14. When were the Sisters of the Presentation of the B.V.M. founded? How many members are there in the Order?

15. Name five Catholic scientists, and mention their contribution to science.

16. Name Iowa's Catholic colleges for men. For women.

17. What saint is invoked for lost things? Against stomach trouble?

18. What were William McKinley's last words?

19. What is the emblem of St. Dominic? St. Agnes? St. Jerome? St. Christopher? St. Dorothy? St. Lucy? St. Michael? St. Patrick? St. Rose of Lima? St. Thérèse of Lisieux?

20. Name six women whose names are in the American Martyrology.

21. Who was Thomas à Kempis?

22. Which one President of the United States was unmarried?

23. Name the Catholics who have been Justices of the United States Supreme Court.

24. What is the Blackfriars Guild?

25. Mention one point of the Canon Law on education.

26. How long was the Paris Cathedral of Notre Dame in building?

27. What is ecclesiastical chant? Why is it called "plain chant?" Gregorian?

28. Name the Eastern Catholics that are in union with the Bishop of Rome.

29. Who is the Apostolic Delegate to the United States?

30. How are bishops nominated?

31. How many encyclicals did Pope Leo XIII write? Pope Pius XI?

32. Where was Pope Benedict XV born?

33. Tell the importance of these dates in the history of Christianity: 313, 365, 432, 800, 1054, 1096, 1517, 1571, 1914, 1929.

34. Where can you find a week-by-week summary of events of Catholic interest for the year?

35. Name a member of the hierarchy, a member of the clergy, and a member of the laity included in the necrology for last year.

36. Explain these terms peculiar to the organization of the army: platoon, battalion.

37. How many Jews are there in the United States?

38. What was the cause of World War I?

A Unit on Peru

*Sister M. Judith, O.S.F.**

We leave the country of "perpetual spring on the equator" and we are ready to travel to the home of the empire builders, Peru. When we think of this country, immediately we recall tales of adventure, fabulous wealth, and the building of cities fit for kings. The story of Pizarro and his conquest of the country comes to our minds immediately. We think, too, of the great Inca builders and their famous city, Machu Picchu, built high in the mountains out of the reach of the Spanish Conquistadors. Or yet we might recall the stories we have heard about the horses shod with silver, or the beautifully ornamented vases and cups of gold which adorned the palaces of the Inca.

Since the conquistadors were so surprised at the high degree of civilization of these natives, it will be interesting for us to study some of their early history to find out as well as we can whence these early Peruvians came and how they learned to make such good use of nature's gifts.

Just who were the first inhabitants of Peru or whence they came is not certain but the stone monuments and objects discovered by archeologists in tombs near the coast and in the mountains show that the territory we now call Peru was the center of a very cultured civilization. The buried treasures which the archeologists have found reveal much about the lives of these early people. They show us that the people lived under the guidance of a king; that they knew how to extract metals from the mines, and manufacture them into weapons, utensils, and jewelry of gold, silver, and copper; and that they also practiced a religion. One author tells us that "the skeletons show us that these people were able to perform all sorts of surgical operations. They could crown and fill and bridge teeth. They knew how to cut off legs and arms skillfully and to do very difficult operations on the head and skull and abdomen."¹

Because the Incas built up the ancient civilization of Peru so splendidly, many people are of the opinion that they were the first inhabitants of that country. However, that is not true. There were other tribes now classified as pre-Inca tribes who settled in different parts of the country. For instance, one great tribe lived in the sierra region,

another in the costa. These are only two, but there were others, some of which were quite highly civilized. One of these tribes, called the Grand Chimu, lived in the northern valleys.² These people, the ruins show, developed vast systems of irrigation, planned with marvelous skill, and were very artistic as the embossed walls, gold and silver ornaments, and delicate patterns of their cloth show. "The most famous Chimu city was Chan Chan (near present Trujillo)"³ the ruins of which can be seen today, although at first the observer sees only a pile of sand dunes. We shall mention the Chimu tribe again when we visit Lima and the region around that famous city. According to a legend, the Chimus built the great city of Chan Chan as a fortress, hence the walls were made thick enough that neither arrows nor battering rams could destroy them. The Chimus thought they would be safe in their city forever. However, they were mistaken because, after some time, they got into a religious war with the Incas. According to the legend, the members of the Chimu tribe worshiped the moon saying that the moon did not make them perspire in the daytime and, besides, it came out at night to give light when light was needed.

The Incas who lived in the mountains worshiped the sun which warmed them. Because of this difference in belief and also because the Incas were out to conquer, a war was fought in which the Incas conquered the Chimus by cutting off the water supply. However, it was not the Incas who destroyed the city of Chan Chan; it was the rain.

Because the Incas were the most important people in Peru at the time when Pizarro conquered their country, we shall make a little review of their early history. While we use the name Incas in referring to the whole tribe, the name "Inca" was really not the name of a tribe, but of the rulers of the various tribes that made up the Inca Empire.⁴ The people were really members of the Quechua tribe. "The Kechua chiefs, now promoted to lords of the valley, styled themselves Incas, meaning, seigniors."⁵

Although the Incas as a tribe really started to rise in power about the year A.D. 1000, there are many stories about the origin of the

*St. John's School, Ryan, Iowa.

¹Holy Trinity Laboratory School, 1724 Lincoln Ave., Dubuque, Iowa.

²Rothery, A., *South American Roundabout*, p. 56.

³Bocanegra, J. B., *Peru, Land of Promise*, p. 84.

⁴Beals, Carleton, *Fire on the Andes*, p. 27.

⁵Dalglish, A., *They Live in South America*, p. 96.

⁶Bocanegra, J., *Peru, Land of Promise*, p. 90.

Inca Empire. One legend claims "that the Incas were not only the first people in Peru but the first in the world."⁶ On an island in Lake Titicaca, the sun-god is supposed to have created the first "Inca, Manco Capa and his wife, Coya (Queen) Mama Ocllo."⁷ He gave Manco Capa a golden staff and sent him to civilize the savage Indians of Peru, saying that he should found his kingdom at the spot where the golden staff, on being struck into the earth, would bury itself from sight. It must have been on a certain slope of the southern Peruvian sierras that Manco Capa's staff gave the magic sign; for there Cuzco, the magnificent stone city of temples and palaces of the Inca was built. Here a great dynasty was established which "extended all through the Andean highlands along the desolate coast, and east into the upper Amazon jungles, ultimately, from the Ancas Mayu (Blue River) in Columbia down through Ecuador and Peru to Bolivia, Chile, and much of Argentina."⁸

There were many mighty Inca rulers. Inca Huayna Capa was the last of the great imperial Incas. In 1528, when he was ill and aging, he decided to divide his kingdom between his sons, Huascar and Atahualpa. This weakened his kingdom because the brothers couldn't agree and in the wars that followed Atahualpa took his brother a prisoner and set himself up as the rightful sovereign, although Huascar was really the older son and rightful ruler. But Atahualpa's glory was short lived and his day of doom was not far distant. One day news came to him about the arrival of mighty strangers. These were the Spaniards under the leadership of Francisco Pizarro who were seeking the land of gold.

You have read the story of Pizarro's conquest of Peru. For the sake of review, re-read it in the references and record your information in the blanks of the outline below:

Pizarro Conquers Peru

I. Why the Conquest Was Easy

A. The kingdom was weak because Atahualpa had lost many men in the war with his brother.

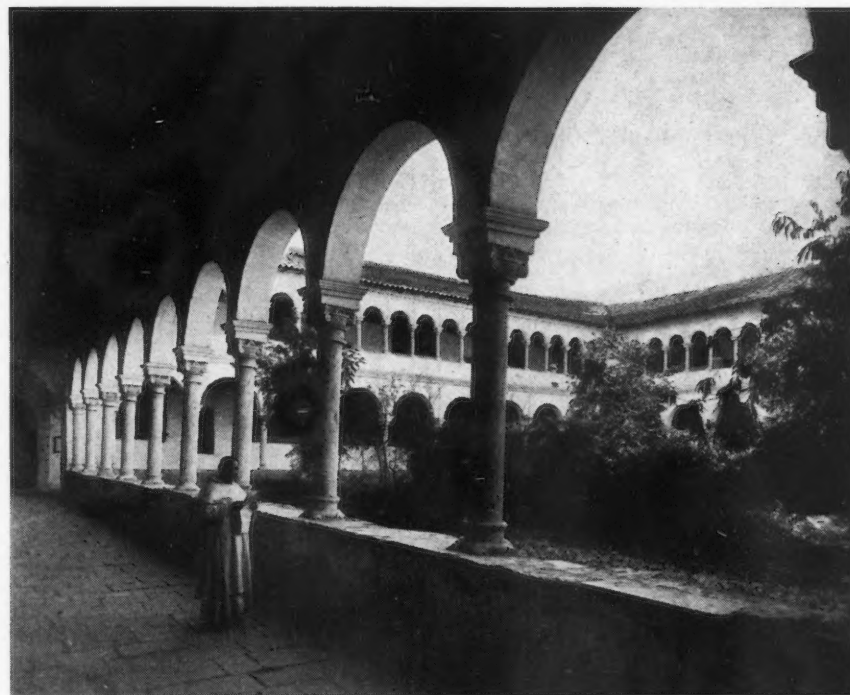
B. Atahualpa was resting at Cajamarca after his victory over his brother and not expecting an enemy to overtake him.

II. How Pizarro Conquered Atahualpa

A. Pizarro resolved to take Atahualpa by a surprise attack. On Saturday, November 16, 1533, he invited the Inca to dine with him. The Inca accepted the invitation. He was a beautiful sight as he appeared in his splendid robes and glittering gems seated in a golden chair ornamented with feathers and borne aloft by his men. His handsome bronze-hued face was calm, for he came in friendship and he feared no harm."⁹ Pizarro, however, had other designs; he captured the ruler and had his soldiers empty their guns on the crowds on the square.

B. Atahualpa offered as ransom as much gold as would fill to the height of his hand the room in which he was prisoner, and as much silver as would fill the adjoining room to the same height.

C. Pizarro did not give Atahualpa his freedom but pretended to discover a conspiracy



— Publishers' Photo Service, N. Y.
Cloister of the Dominican Convent at Cuzco, Peru. This building stands on the site of the Inca Temple to the Sun.

framed by the great leader. He was brought to a trial and "condemned to be put to death by strangulation."¹⁰

III. How Pizarro Conquered All of Peru

A. Pizarro marched to Cuzco. After the death of their leader, the tribesmen were not unified and the Spaniards boldly moved to Cuzco where they found palaces, temples, strongholds, and dwellings of noblemen.

B. Pizarro made his capital city Lima. On January 18, 1535, he laid the first stone of Lima, "City of Kings." He called it thus in honor of the Wisemen from the East who visited the Christ Child. Some historians say he really founded the city on January 6. This city was founded on the Rimac River where the old Indian city Rimac stood. The Spaniards, however, twisted the name into Lima.

Physical Features

Now that we have enjoyed the past history of the country, let us get a first glimpse of its physical features by studying the map. Use either the map in your geography or the wall map to complete the following check. Write your answers in the blanks.

1. Along most of the western coast of Peru there is a narrow (lowland).
2. The (Andes) Mountains cross Peru from (north) to (south).
3. The surface of eastern Peru is a (lowland).
4. Because this country is situated between the equator and the Tropic of (Capricorn), we say it is in the (tropics).
5. This means that the general direction in which the moisture-laden winds which visit this country blow is from (east) to (west).
6. Since we know the direction of the

winds and the differences in the land altitude we can make the following predictions: the eastern lowlands will be (hot) and (rainy); cooler regions and even some snow will be found in the (highlands); the western coast will be (hot) and (dry).

7. Because Peru is in the southern hemisphere, we shall find surprises about the seasons similar to those we found in southern Brazil:

- a) Spring will come during the months of (September, October, November).
- b) Summer will come during the months of (December, January, February).
- c) Autumn will come during the months of (March, April, May).
- d) Winter will come during the months of (June, July, August).

8. Because some of the mountains are so very high the climate in these high mountain parts always will be (cold).

Now we have a good general picture of Peru. Our guide has informed us that anyone wishing to visit the country for the purpose of studying it very closely will be wise in traveling through the different regions in this manner: visit first the western coast; then the interior highlands; then the eastern lowlands.

He says, "visit the 'costa' or coastal plain first. As you travel along this region, notice evidences of different cultures. You will see in the same vicinity office buildings, shops, and hotels of modern construction; plazas, patios, and balconied houses which remind one of sunny Spain; and, more interesting still, ruins of the very old Inca and pre-Inca cities.

"Next visit the sierra or mountain region where you will be thrilled first of all by the trip from Callao to Oroya for you will 'dive' through mountains, hop chasms by 65 tunnels

⁶Quinn, V., *Picture Map Geography of South America*, p. 27.

⁷Beals, C., *Fire on the Andes*, p. 30.

⁸Beals, C., *Fire on the Andes*, p. 30.

⁹Beals, C., *Fire on the Andes*, p. 64.

¹⁰Bocanegra, J., *Peru, Land of Promise*, p. 97.

and 67 bridges, climb higher than the average airplane, and, finally, find yourself at the highest altitude reached by any standard-gauge train.¹¹ More thrills await you as you visit the quaint homes of the Indians, see the very highest peaks of the Andes, stroll through the ruins of the Inca temples, ride a 'ship of the desert, and sail on the highest lake in the world.'

"Then go to the montana, or eastern lowlands with their dense jungles, peculiar animals, valuable timber products, and interesting people."

We like this plan and decide to follow it, so when the announcement is made that all passengers who wish to travel down the coast of Peru by automobile must land at Talara, we get our belongings together and make ready to land. As we look out of the windows of the plane we see barren land. This doesn't seem very interesting but we also see many derricks. Someone says, "The derricks remind me of the oil regions of the United

¹¹Geographic School Bulletin, No. 3, January 25, 1943.

States. I suppose we are in the oil region of Peru."

We are eager to find out if we are correct, so investigations begin immediately. We meet some Peruvians and remark how courteous they are. When they understand our mission, they tell us our supposition about this particular region is very correct. Oil is important here, but since that isn't all we wish to know about the coastal region, they give us the following questionnaire to fill in; and, interestingly enough, visitors who do exceptionally well in the quiz are given a special surprise when they reach Lima. We receive our questionnaires, enter the so-called contest, and by the use of our references travel down the coast.

The Costa

How many can you answer: Indicate your answer on the blank space following the question.

1. Would you call this a desert region? (Yes)
2. How are our people making a living? (By

caring for plantations of cotton, rice, sugar, fruit, and refining oil).

3. What makes it possible for us to do this work? (Although it is a dry region more than fifty snow-fed rivers find their way from the Andes down across the rocks and sands of the coast. These rivers make irrigation possible.)

4. Since frost never occurs in our valley the times of planting and harvesting our crops is determined more by the amount of water which can be obtained for irrigation than by temperature. When do we have a wet season? (Summer.) Dry season? (Winter.)

5. One reason for the dryness of this region is the fact that the Andes Mountains cause the east trade winds to rise, and drop their moisture on the eastern side of the mountains. Yet you have noticed the mist which hangs over our coast and also our cool ocean breeze. What brings the breezes and why do they not bring us rain? (The breeze comes from the Humbolt Current which sweeps up through the Pacific all the way from Antarctica. This is a cold current and it chills the approaching air masses and "drives the clouds above it back against the high frosty mountains. Here their moisture turns to snow, instead of falling in rain.)¹²

"Years may pass with little or no rain on parts of this shore; freak cloudbursts bring floods that cause extensive damage."¹³

6. Besides the fact that we can get water for irrigation, there is another reason for raising such good crops in a desert region. It is something we get from near-by islands. Can you write a few sentences about this important factor? (It is a very important fertilizer called guano which is obtained from the desert islands near the coast of Peru. Hundreds of thousands of pelicans, sea gulls, and other fish-eating birds crowd on these islands with their food. The dried fish and the droppings of these birds have formed an excellent plant food or fertilizer called guano used much on the coastal plantations of Peru.)

7. What product did you find being exported in large quantities at Talara? (Petroleum.)

8. Why do we export so much of this product since we in our country lack fuel? (Manufacturing is little developed, and, therefore, little fuel is needed for that purpose. Most of the highlanders who could use it for heating their houses are too poor to buy it. Therefore, it is sold to the countries who have a great demand for gasoline to run their motorcars.)

9. What products would you expect to find being loaded on ships at Callao? (Cotton, sugar, fruit, minerals.)

10. Not far from Trujillo are the ruins of an old pre-Inca city which was made of sun-dried brick. Can you find the name of this city? (Chan Chan.)

We arrive at Callao and are told by our guides that the coastal region south of this city is much the same as we have seen thus far, so we decide not to go any farther south but rather to take the railroad to Lima. However, before doing so we review our trip down the "costa" by placing symbols on the outline maps to show what is done in this region.

[Use the symbols explained on the outline map.]

Place dots to show the location of these cities: Talara, Trujillo, Callao, and Lima.

We now turn in our questionnaires and wait

¹²Rothery A., *South American Roundabout*, 51.

¹³Geographic School Bulletin, No. 3, Jan. 25, 1943.



for the results of the contest. While we are waiting at our hotel, a few of our group entertain us with reports about the Ruins of the pre-Inca City, Chan Chan.¹⁴

The Sea Birds of Peru.¹⁵

The Ruins of Cajamarquilla and Pachama.¹⁶

Pizarro.¹⁷

How Peru Got Its Name.¹⁸

And now the results of the contest: The announcement has been made that we are among the winners and the prize we will receive is a railroad trip to Lima, the city of kings. Just what are we to expect of a city with such a royal name. We want to make the most of the visit to this city, and, as we are touring the city in groups, we make a list of all the places of interest. When we assemble again we plan to share our experiences with each other.

Lima, the City of Kings

1. *The Twin-Towered Cathedral on the Plaza de Armas.* This is one of the finest of Lima's seventy churches. In it are remarkable wood carvings and paintings by some of the most famous artists of Europe. In one of the chapels of this cathedral which Pizarro began to build, we find the remains of the Conquistador lying on a red velvet cushion in a coffin of glass and marble; at his feet is his heart in a glass bottle container.

2. *The Statue of Santa Rosa de Lima,* the patron saint of Lima and of the New World. This marble statue which stands on a silver pedestal adorned with priceless jewels was sent to Peru from Spain. When it arrived, it was met by the Viceroy of Peru with pomp and ceremony. A great procession was held as it was carried to the Dominican church where an altar is dedicated to her. "In the Lima cathedral thousands kneel every year at her golden altar which is adorned with a fortune in diamonds, emeralds, rubies, and pearls."¹⁹

3. *The University of San Marcos,* the oldest university in all America.

4. *The President's Palace,* a modern building with its beautiful rooms, marble corridors, polished and smooth as a skating rink. The soldiers in black and red uniforms with swords and helmets of glittering metal guard the palace. In the back courtyard are the remains of the adobe "palace" of Pizarro.

5. *The Fine Old National Museum of Archaeology* in which can be seen relics of all the older civilizations of the country.

6. *The Torre Tagle Palace,* a handsome building with beautifully carved mahogany balconies, antique furniture, costly rugs, portraits, and hangings, erected during the days of the viceroyalty.

7. *The Quaint Old Spanish Stone Houses* with sweet-smelling patios and curiously barred windows, the old flat-roofed houses with chickens and pigs raised on the roofs; the suburbs, the interesting restaurants.

We have enjoyed our tour of Lima, the



— Publishers' Photo Service, N. Y.

The Plaza and the Cathedral at Lima, Peru. This Cathedral, one of the oldest in South America, contains the body of Pizarro.

old city "which was already big and important when Rio was a small struggling settlement."²⁰

Now we travel "up the hill" as the Peruvians put it, when they speak of going into the sierra or highland region of the country. We are told that we are now about to reach the most important region of the whole country. "In this region," they tell us, "you will find most of our people, our greatest wealth, our interesting animals, and the memories of the great Inca civilization."²¹

As the train zigzags through tunnels, over bridges, and up steep slopes we construct the following plan for recording the information we get about the region.

The Sierra

Kind of Region

1. Cold
2. Mountainous
3. Plateaus between the mountains

Minerals

1. Silver
2. Copper
3. Gold
4. Lead
5. Zinc
6. Vanadium

Crops

1. Wheat
2. Corn
3. Barley
4. Potatoes
5. Quinoa
6. Other vegetables

Animals

1. Llamas
2. Sheep
3. Cattle
4. Alpacas

Cities

1. Lima
2. Arequipa
3. Cuzco
4. Oroya
5. Cerro de Pasco
6. Callao

Importance

- | |
|----------------------------|
| Capital |
| wool |
| history |
| smelting |
| copper mining |
| seaport for mining section |

We meet at Cuzco, the capital of the old Inca kingdom and there we compare our notes. We now understand why this is the most important region of Peru as far as work is concerned. In order to keep a good account of our trip we place symbols on the outline map to show what is done in the region. Place in the correct places the symbols for mining and herding.

Place dots to show the location of the following cities: Callao, Cerro de Pasco, Cuzco, Arequipa.

When we return home we will want to prove to our friends that this is Peru's most important region; therefore we make the following graphs:

PEOPLE IN THE SIERRA

PEOPLE IN OTHER PARTS OF PERU

SEVEN TENTHS OF THE PEOPLE OF PERU LIVE IN THE SIERRA

¹⁴Dalglish, A., *They Live in South America*, p. 90, and Rothery, A., *South American Roundabout*, pp. 51 ff.

¹⁵Rothery, *South American Roundabout*, pp. 73-81, and Carpenter, *Our South American Neighbors*, pp. 218-220.

¹⁶Dalglish, *Wings Around South America*, pp. 56-61.

¹⁷*Our South American Neighbors*, pp. 88-98; *Compton's Encyclopedia*.

¹⁸Quinn, *Picture Map Geography of South America*, p. 23. The above reports will be given by the accelerated pupils, the reports having been prepared after the assigned work was completed.

¹⁹Carpenter, *Our South American Neighbors*, p. 212.

²⁰Crow, C., *Meet the South Americans*, p. 174.

²¹Gunther, John, *Inside Latin America*, p. 197.

1. To show that seven tenths of Peru's people live in the sierra.

2. Contrast the different kinds of work that can be done in the sierra with those that can be done in the costa.

FARMING	MINING	HERDING	TRANSPORTING
CORN WHEAT POTATOES • QUINOS BARLEY • BEANS • OTHER VEGETABLES	COPPER SILVER GOLD LEAD VANADIUM	LLAMAS ALPACAS CATTLE VICUNAS	PRODUCTS TO COAST FOR EXPORT

KINDS OF WORK IN THE SIERRA

FARMING	MINING	SHIPPING
COTTON SUGAR RICE	OIL	MOSTLY PRODUCTS OF THE INTERIOR

COMPARISON OF
THE SIERRA
AND THE COSTA

KINDS OF WORK IN THE COSTA

Now that we are at Cuzco, the city famous for its Inca ruins, we shall want to see these historical relics, but before doing so let us study the people of Peru, because, if we know the people and their customs, we will have a better understanding of their ruins.

Consult the references to find the information needed to fill in the blanks of the outline below. We shall devote most of our time to the study of the Indians.²²

The People of Peru

I. Natives (Indians)

A. Number

More than half of the people of the Peru of today are pure Indians; and a great many others have Indian blood in their veins.

B. Kinds

1. Aymards. They are taller than the Quechuas and less submissive to the whites. They are more important in the political life of Bolivia than the Quechuas are in Peru.

2. Quechuas. They are powerfully built and have remarkable powers of endurance.

3. Chunchos. These are the uncivilized tribes who live in jungles of eastern Peru.

C. Work

(1) Mining; (2) herding, llamas, alpacas, etc.; (3) hunting; (4) weaving; (5) gathering rubber, wood, cacao, cotton, tagna nuts, balta gum, etc.; (6) farming.

D. Shelter

The Andean Indian's home is usually a very simple one room without windows. Stone or adobe is used to make the home. The roof is thatched, being made of *ichu* or similar grass.

E. Clothing

1. *Quechuas* wear a wool poncho which serves as a coat or blanket. It is perhaps the most useful article of clothing in the Andes. He also wears a jacket of homespun wool, short trousers, a coarse woolen or cotton skirt, gauntlet, light wool oversleeves, heavy wool socks, rawhide moccasins, and a wool cap with ear flaps. The *Quechua* woman wears a brightly colored tight-fitting woolen waist and many petticoats. Over her shoulders she wears a brightly colored shawl and around her neck a flaming handkerchief. A stiff felt hat covers her head.

2. *The Aymaras* dress much like the *Quechuas* except that the fiesta raiment is very much finer. On these occasions the *Aymaras* wear a brightly colored feathered headdress. Their dance costumes are a wealth of embroidery. Sometimes they also wear Indian-designed masks.

3. *The Chunchos* need very little clothing since they live in the jungle land.

F. Entertainments

1. The fiesta, the tribal dance.

2. Religious festivals.

3. Athletics, i.e., races, sham battles, dances, and games taught the Indians by priests and other teachers.

4. The Sunday market gives the Indians a time for social gathering as well as a chance for selling and trading their wares.

G. Religion

Most of the Indians have accepted the Roman Catholic religion, introduced by Pizarro in 1532. They have also retained some of their pagan beliefs with the result that there is a strange commingling of pagan and Christian beliefs. The ceremonial dances and other festive occasions are combined with the religious festivals of the Catholic Church. Churches are maintained throughout the Andes in practically every village.

H. The Arts of the Peruvian Indians

The Andes Indians are quite musical; their musical heritage is derived, in large part, from the Incas. Their present-day music shows the effect of the Spanish influence. The best known instrument is the flute or *quena* usually made of reed.

The patterns woven in their ponchos and shawls show their artistic temperament.

I. Future of the Indian Living in Peru

The lot of most of the Indians is not as happy now as it was in the days of the Inca rulers when everyone had enough to eat and to wear. A few prosperous Indians tend their own lands. Some live in "comunidades," which resemble our Indian reservations. But most of them hire themselves out as laborers upon the vast estates of white "haciendados" and of rich "cholos" as mestizos of Spanish and Indians forefathers are called. Schools have been established in the towns and villages, and Peru now has a law which says every child must be taught. This helps the children to make their lives more worth while than they would otherwise be.

One traveler to Peru has remarked that the Peruvian Indian's lot today is grim indeed. Since at least two thirds of the population of the country is Indian, we know that the Indian is an important factor in his country. Incorporation into the community of the nation as a whole would, of course, be the ideal situation for him, but before this is possible his standards of living must be raised; he must be taught scientific agriculture, and be given urban development, plus, of course, sufficient money to provide a decent livelihood for himself and his family.

II. Other Inhabitants of Peru

A. "*Mestizos* (about 30 per cent are of mixed Spanish and Indian blood). (B) Pure Spanish. (C) Other Europeans. (D) Negroes. (E) Orientals (Japanese according to recent estimates, number more than 25,000 and form the largest of the alien groups.)"²³ (F) People from the United States.

And now we shall let our eyes feast on the riches of the lofty metropolis of four centuries ago, Cuzco, the city of the sun, at that time the center of religious and social influence, as the ruins show. Here we are told the people worshiped the sun and, for this reason, much shining gold adorned their religious buildings. As a symbol of the sun-god, gold gleamed from every temple wall

and altar. In the temple gardens, the flowers and trees were gold. We are told that there were also corn stalks whose stalk itself was golden, the ears silver, and the tassels links of gold so finely formed that they waved in the breeze; also animals, birds, butterflies of gold.

The Incas loved this gold because it was bright and gladdened the eye. That it had another special value never entered their heads. From our history we know the rest of the story. There was another who knew the value of gold, a value quite different from what the Inca thought. This was the Spanish Conquistador who stripped golden plates from the temples and palaces, tore down the enormous desk which represented the sun-god, gathered the golden vessels from the royal family, seized the blossoms and ornaments from the gardens, and finally assaulted a nation of eleven million people for the sake of the "Royal Fifth."

Even though Cuzco has been divested of its gold, the stone roads, and cities constructed of some of the largest stones ever laid by masons, remain for us to see. Because the sights at Cuzco are so fascinating you will want to read more about them.

In the references find something interesting to tell the class about Cuzco.

Cuzco

I. Cuzco of Yesterday

When the Inca made his home in this ancient capital, it was indeed a place of beauty. The palace and gardens of the chief shone with precious metals and stones. We are told that the royal gardens were filled with statues of animals, birds, butterflies, even images of shepherds and llamas, and bushes and blossoms all made of gold and other precious gems. "In his gardens were rows of corn all molded from pure gold, with leaves of pure silver, and with tassels of silver spun so fine that they waved in the breeze like corn silk."²⁴

In the streets musicians played with flute and drum. In the Temple of the Sun, decorated so beautifully with gold, silver, and precious jewels, the priests held ceremonies to the sun-god. In the places of business, merchants sold their wares and doctors practiced their arts.

II. Cuzco of Today

Today Cuzco is a busy Indian city but it can no longer take pride in its palaces and ornaments of gold. It has been divested of these since the days of the Conquistadors, the Spaniards, who seized all the precious treasures, dragged them to the coast, and sent them to Spain in ships.

Today one sees the stone walls and buildings which once were homes and palaces. Some of them are nothing but ruins but others form the foundation of buildings of Spanish architecture, so that in the Cuzco of today one finds the once Indian city half buried beneath the colonial one of Spain.

A Thrilling Visit

There is another old Inca city a visit to which is most thrilling. This city, Machu Picchu, is situated on a mountaintop some distance from Cuzco. To reach it, we must "take an autocarril, or automobile, that runs on tracks,"²⁵ pass through the jungle, and

²⁴Rothery, A., *South American Roundabout*, p. 67.

²⁵Dalglish, A., *They Live in South America*, p. 96.

²²Carpenter, F., *Our South American Neighbors*, p. 216.

²³Geographic School Bulletin, No. 2, January 25, 1943.

finally reach the city which was the Incas capital a thousand years ago. This city has an interesting history which remained hidden as well as the city itself, until 1911 when D. Hiram Bingham and an expedition of the National Geographic Society and Yale University unearthed the interesting city.²⁶

According to history we are told that about the year 800, the Incas then a small tribe, built themselves "a granite city, a fantastic magic city, poised upon the pinnacle of a rock, surrounded by the two-thousand-foot-deep canyon of the Urubamba River, and overshadowed by snowclad mountain barriers reaching twenty thousand feet into the sky."²⁷ Here were built houses, palaces, temples, monuments, of granite very skillfully constructed without the use of mortar. "Present-day Indians say that the ancient Incas had their service angel architects, who understood the magic arts, bring the large stones to the place by flight. Since the only quarry where the biggest stones could have been obtained is at the bottom of the canyon, more than 2000 feet below, we like to hear this story, however improbable it may be."²⁷

The Incas lived here until about the year 1000 when they moved to Cuzco because they needed a large space to supply food. However, the Priests of the Sun secretly kept the place as a retreat, and when in 1531 Pizarro played havoc with the wealth of Peru, the Virgins of the Sun, 100 in number, were led to this old city for refuge. There they lived forgotten by everyone and saved from Pizarro. In 1911 when the city was discovered ninety-nine graves were found in the sacred graveyard. All modern Peruvians believe these were the graves of the Sun Virgins. There are ninety-nine they say because when the last virgin died, there was no one to bury her.

This story of Machu Picchu is indeed interesting. The references will tell you about the ruins of the city. Consult one of them and write your notes below!

Machu Picchu

High in the mountains is an Indian city which the Spaniards never discovered. This is Machu Picchu. To reach it one must travel in an automobile which runs on tracks through forests and follows rivers in deep valleys. The path leads higher and higher until finally it reaches the all-white, granite city at the very top of a peak in the Andes mountains.

The entrance to this city of ancient glory is marked by a royal gateway as well as a royal stair. "There are streets and plazas and round towers and courts and temples and terraces, all built of granite. Some narrow streets are really flights of steps cut from one single stone."²⁸

All that was not stone has disappeared from Machu Picchu; therefore, to get a picture of its true beauty, one must imagine what it looked like hundreds and hundreds of years ago when it was the great Inca capital. Then in the thatched-roofed houses there were dishes of gold and silver, covers and hangings, finely woven and dyed in many colors, and rugs woven from the best llama and vicuña wool. Then priests were busy making sacrifices to the sun-god and the people worked the fields which were carefully laid out on the terraced mountainside.

All this glory has passed from Machu Picchu. Just why it was abandoned we do not know. "It is possible that the water supply failed, for the channels cut in the granite to carry water to baths and fountains are now dry. Thousands of people once lived where today there is not enough water for one or two families."²⁸

Another Visit

We have visited the sierra region with its interesting people, customs, animals, and beautiful sights, among which we must not forget to mention the snow-covered mountain peaks. Huascarán, the giant of northern Peru, Ausangate watching over ancient Cuzco, Coropuna, guarding the coastal cordillera, and beautiful El Misti, "the Old Man," the perfect single-coned volcanic peak which towers behind Arequipa, the center of the woolen industry. Now we make plans to visit the remaining section which our journey through the country includes. This is the montana. The Indians tell us we will find conditions in the montanas much different from those in the sierra. They say this region will remind us very much of Amazonia. As we look at the map we find that it rightfully should do so because the lowlands of Peru are a continuation of the lowlands of Brazil; the same river system drains the region, and the areas are in practically the same latitude.

We plan to travel a stream as much as we can because this is the best means of travel in this region of jungles and uncivilized Indian tribes. Use the references to find information about this region and place a check in front of all those statements that are true of this region.

The Montana

- 1. A region of heavy rainfall.
- 2. Tropical forests.
- 3. Irrigation ditches.
- 4. Natives gathering rubber.
- 5. Many mountain peaks.
- 6. Many large cities.
- 7. Reptiles and jungle animals.
- 8. Many railroads.
- 9. Natives taking cacao, tagua nuts, balata gum, and cotton by boat to the river port.
- 10. Natives traveling in homemade dug-out boats.

This region has one city of importance and two important branches of the Amazon River. Find the names of them and write them in the blanks below.

City *Iquitos* River branches *Ucayali River* and *Marañon*

On the outline map place a dot to show where Iquitos is located. Also place the symbols to show what work is done (*rubber gathering; cotton growing; cacao gathering*).

The Government of Peru

"On August 29, 1533 Atahualpa, the Inca ruler, was put to death by order of Pizarro who was appointed governor of the newly acquired territory. Pizarro founded Lima, the present capital of the republic of Peru, on January 18, 1535, naming it the City of Kings. He governed the city until his death June 26, 1541. In 1544 the viceroyalty of Peru was created, the first viceroy being Blasco Nunez Vela. His jurisdiction covered the entire continent of South America, but the territory was subsequently divided into viceroyalties. Forty viceroys succeeded Vela

in the government of Peru, during which time the King of Spain issued laws for the betterment of the aborigines and Bishop Las Casas made unceasing efforts for the same purpose, yet conditions were little improved.

Early in the nineteenth century, the movement for independence began in Peru. Due to the able leadership of such generals as San Martín of Argentina, Admiral Lord Cochrane, of Britain, Simón Bolívar of Venezuela, and General Sucre, Peru was finally formally declared a republic on July 28, 1821, and on February 28, 1823, the first president of the country, José de la Riva Agüero, was inaugurated.

In 1933 a new Constitution of the Republic of Peru was drawn up stating that the government shall consist of three branches—legislative, executive, and judicial.

The chief executive of the nation is the president who holds office for five years. The deputies and senators are elected for a term of five and six years respectively. All male citizens, more than twenty-one years of age who can read and write are entitled to vote.²⁹ The President of Peru today is Manuel Prado.

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²⁹Information from Pan American Series Bulletin No. 17, Peru.

²⁶*Geographic School Bulletin*, No. 2, Jan. 25, 1943.

²⁷Halliburton's, R., *Book of Marvels*, The Occident, p. 141.

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END-OF-UNIT CHECK

End-of-Unit Check

Perfect score 55
My score

Part I.

On the outline map you will find the following symbols for physical features, cities, occupations, and industries. Complete the map key by writing in the spaces below the numbers or letters which mark the items on the map.

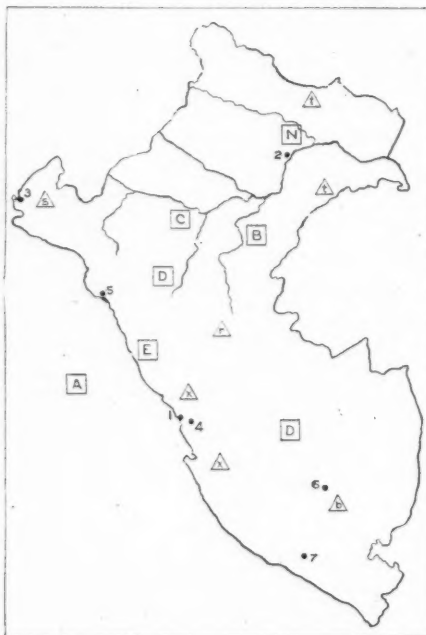
PHYSICAL FEATURES

CITIES

- | | |
|--|-------------|
| <input type="checkbox"/> A Pacific Ocean | .4 Lima |
| <input type="checkbox"/> D Andes Mountains | .6 Cuzco |
| <input type="checkbox"/> N Montana | .7 Arequipa |
| <input type="checkbox"/> C Marañon River | .1 Callao |
| <input type="checkbox"/> B Ucayali River | .2 Iquitos |
| <input type="checkbox"/> E Dry Lowlands | .5 Trujillo |
| | .3 Talara |

OCCUPATIONS - INDUSTRIES

- | |
|---|
| <input type="checkbox"/> t Gathering rubber |
| <input type="checkbox"/> s Refining oil |
| <input type="checkbox"/> b Herding sheep and llamas |
| <input type="checkbox"/> u Gathering sugar |
| <input type="checkbox"/> r Raising cattle |
| <input type="checkbox"/> t Gathering tagua nuts |
| <input type="checkbox"/> x Gathering cacao and cotton |



Part II.

If the following statements are correct write *True* in the blanks; if they are incorrect write *False*.

- False* 1. Most of the people of Peru live in the montana.
- True* 2. Iquitos is an important rubber-gathering center.
- True* 3. Callao exports minerals.
- True* 4. Oroya has smelting plants.
- False* 5. The dry coastal lands of Peru are used mostly for herding.
- False* 6. There are good railroads leading into the highlands of Peru.
- True* 7. Cuzco is famous for its Inca relics.
- True* 8. Times of planting and harvesting crops in the coastal lowlands are determined largely by the amount of water that can be obtained for irrigation.
- True* 9. Planting is done when the rivers are high; harvesting when rivers are low.
- False* 10. The people of the highlands have modern farming methods and use good farm equipment.

True 11. Many of the people of Peru observe beautiful Catholic customs.

False 12. As a whole, Peru is a modern country.

True 13. The Inca rulers of ancient Peru developed a very high civilization for their times.

False 14. There are no remembrances of Spanish culture left in Peru today.

True 15. The Catholic Faith of the people of Peru is expressed in their churches and celebrations.

Part III.

Underline the words that make the statement correct.

1. The famous wool city is Trujillo Arequipa Cuzco.

2. The last of the Inca rulers was Huascar Atahualpa Pizarro.

3. The most important of Peru's minerals is gold copper petroleum.

4. The islands off the coast of Peru are especially important because of the guano fertilizer summer resorts airplane bases.

5. The Humbolt current affects the western coast of Peru by warming the region causing rain storms sending the moist winds back up the mountains where they give up their moisture.

Part IV.

Write the reason for the following:

1. The western coast of Peru is dry because (it is in the path of the Southeast Trade Winds which lose all their moisture as they blow over the Andes Mountains) and (because this region is visited by the cold Humbolt Current which sends the breezes up the mountains where they give up their moisture).

2. Crops needing plenty of moisture can be grown in the dry western coast because of (irrigation) and (access to guano fertilizer).

3. The people of Peru sell petroleum instead of using it in their own country because (there is little auto transportation in their country) and (the people of the highlands who could use it for fuel are too poor to buy it).

4. Most of the people of Peru live either on the coast or in the highlands because of (the climate) and (the possibilities of finding work).

5. Peru has few railroads leading into the interior because (the mountains form such a barrier) and (modern equipment is lacking).

Part V.

A number of people want to go to Peru for work or study. Direct them to the correct place by writing the number of the statement in the space below the name of the region.

1. I should like to herd llamas.
2. I am interested in gathering rubber.
3. Where can I get a job in an oil field?
4. I should like to study the Chuncho Indians.

5. Please get me a job on a sugar plantation.

6. I have worked in a mine and would like such a job again.

7. I am supposed to study the old Chimu Indians; where shall I go?

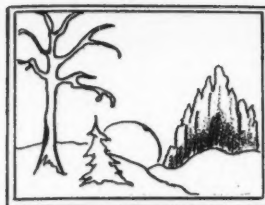
8. Where can I see the old Inca ruins?

9. I should like to raise sheep and cattle.

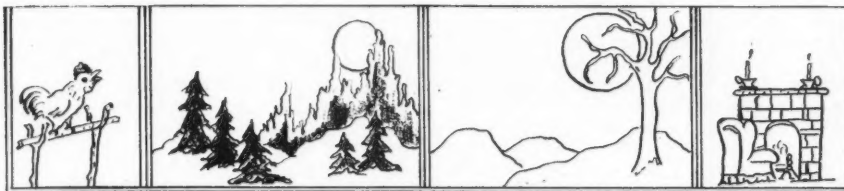
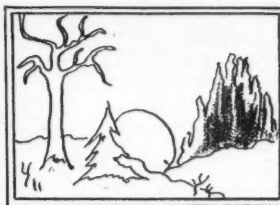
10. Where can I gather tagua nuts?

11. Will you tell me where I can sell irrigation equipment?

Costa	Sierra	Montana
3, 5, 7, 11	1, 6, 8, 9	2, 4, 10



Low circling round
its southern zone
The sun through
dazzling snow -
mist shone



Correlation of Literature and Art

Illustrations for "Snowbound"

*Sister M. Michaella, C.S.J.**

Description becomes more than a mere word picture when it is given concrete expression on paper. Art not only clarifies the word picture but it gives greater understanding and appreciation of the beauty in the lines illustrated. Of considerable importance, too, is the fact that originality in art (that "creative art" which is so commendable and yet so widely misinterpreted) is promoted by the absorption of ideas which are within the

students' power of expression. To express anything "creatively" the child must first have ideas and a knowledge of the means of expression. By correlation it is possible to impress this fact in a practical way. The idea expressed in words takes new life and the student profits by the satisfaction he discovers in portraying that idea. Undoubtedly, this practical means of expression leaves an indelible impression of the classic under study. Many children will forget the lines they read in class but they will hardly forget the impres-

sion acquired through the original, concrete expression gleaned from their reading.

We know from personal experience that many ideas which we absorbed through reading find expression somehow in our lives. (Cf. "The Effects of Reading on the Adolescent" by Sister Corde Lorang, CATHOLIC SCHOOL JOURNAL, November, 1944.) They have a developmental effect. This fact is the basic reason for our correlation of art with literature whenever possible. In art we aim to give the student certain skills that will help him aesthetically, socially, and commercially. Literature provides rich material for this purpose. Goethe says succinctly: "The highest problem of every art is to produce by means of appearances, the allusion of a loftier reality." Literature accomplishes this in an abstract manner; art aims for the same end in the concrete.

In assigning this class activity on Whittier's "Snowbound," the student was asked to choose the lines which he or she would like to illustrate. Some time was spent on the study of winter scenes procured from the public library. Possibilities of illustration and method of procedure were discussed. Suggestions for spacing, manner of sketching, etc., were given. The materials we decided to use were: Tempera paints; pencils (black—for margins and sketching); construction paper (size 9 by 12, white and normal blue); rulers for lining margins, etc.

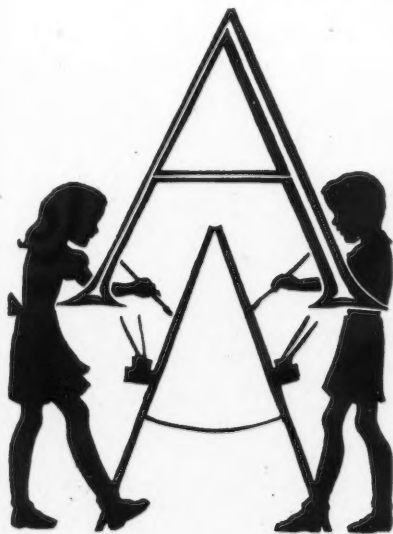
The pictures shown above are typical drawings selected from the pupils' visualizations of various descriptive passages in Whittier's poem. The quotation illustrated

Among the skills exercised in this lesson the following obviously were present: (1) measurement of space according to the amount of printing to be done, (2) indentation of broken lines of verse, (3) spacing and lettering, (4) use of hyphens, (5) perspective drawing, (6) harmonizing of colors, (7) measurement of margins, (8) composition of color and objects.

*St. Charles Borromeo School, Minneapolis 13, Minn.

ALPHABET RHYMES

Drawings by Gedge C. Harmon.
Rhymes by Catherine T. Farrell.



A is for art, which teaches
us how
To draw a nice pussy,
a dog, or a cow.



B is for birdie who flies
and who sings,
Sometimes I wish that
I could grow wings.



C is for climbing high
up in a tree,
Until the clouds seem
closer to me.

A Valentine Poster

*Yvonne Altmann **

This month Sketcho was used to make the valentine poster. If you have never used this medium, I am sure you would like to try it. Let me tell you a little about it. Sketcho is an oil crayon for sketching and painting. If you apply it thick, it has the appearance of oil paints. It can be used on cloth, wood, and paper. If you would like to try it order Sketcho from the American Crayon Company, Sandusky, Ohio. We used the box with 24 sticks, No. 1167. The children like to work with it because it actually "drips color."

You can substitute any of the following mediums for Sketcho crayons: water color, dry paint, chalk, or paint crayon.

Cover the area you are going to use for the place to put the valentine poster with water-color paper. You may have to piece the paper together in order to cover the large area the way we did.

When the children come into the room and see the paper for the poster on the wall, blackboard, or bulletin board, they will become very excited. You will hear many of them asking you what is to be put on the paper. Tell them that you thought they would like to make a valentine poster. Everyone will like the idea and I am sure that all will want to have some part in making the poster. It would be a good idea if you could start the poster on Monday morning if you want to use the same idea of wash day that we used. Ask the children to give their ideas on what they would like to put on the poster. Ask them what their mothers are doing. Some will surely say that they are washing. Tell them that you have a picture you would like to show them of a mother hanging up valentine clothes. The valentine clothes help stimulate their imagination. After showing them the picture discuss with them the way the Oshkosh children used the medium.

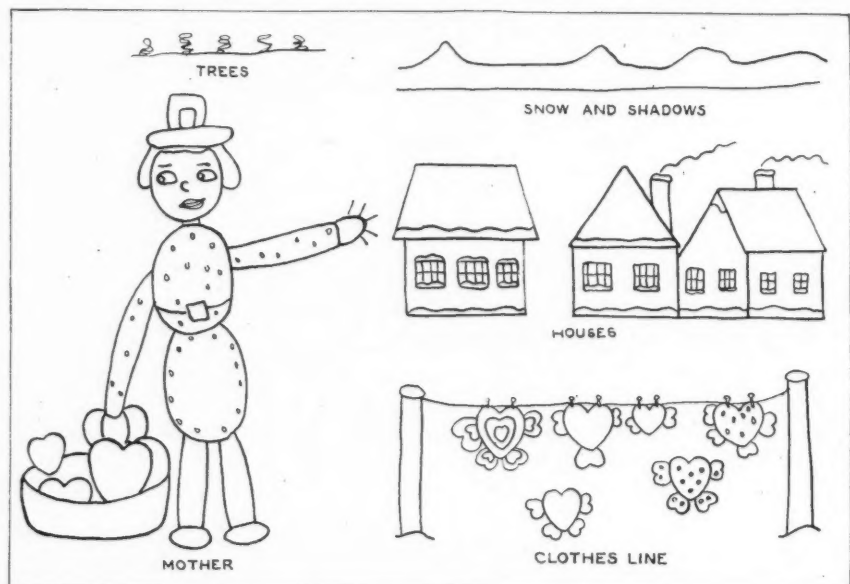
These are the suggestions to call to the

attention of the children. Everything drawn is well outlined. The point and side of the medium is used. Some things are colored darker than others. As the houses are drawn to look farther away they are drawn smaller. Snow is on the ground but it is not snowing in the picture because our mothers would not hang up the wash if it were snowing. The face of the mother is colored and so are her hands. The sky is colored way down to the ground. The houses are drawn to the ground. The mother's house has a door large enough for her. Her house is larger than she is. Our houses are larger than we are. Our house only looks smaller than we are when

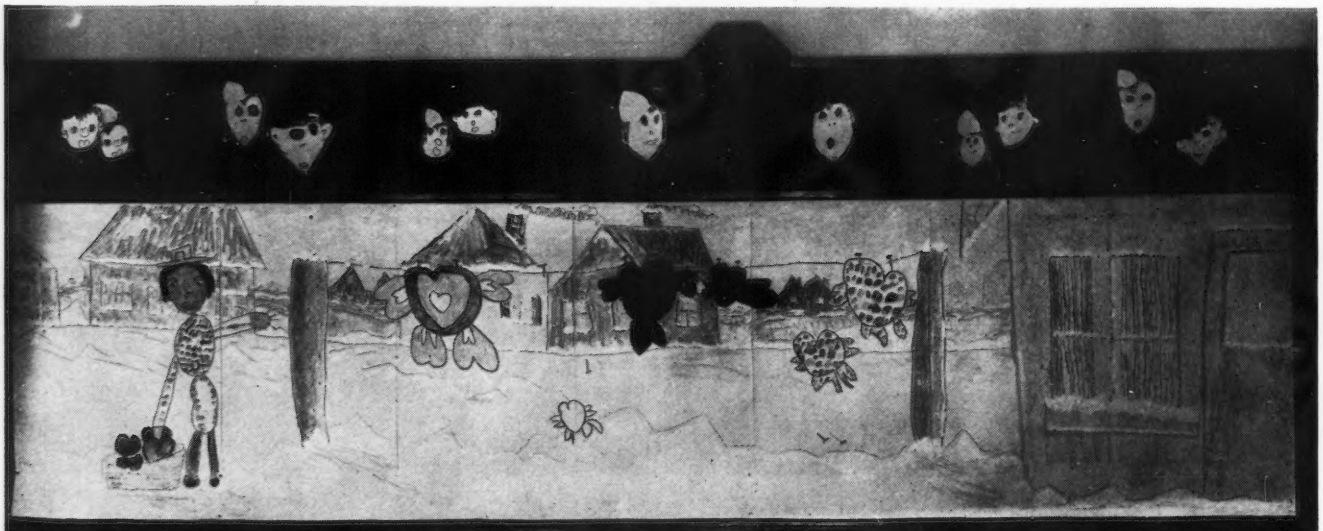
we look at it from far away. The wash posts and line are just high enough for the mother to use. Everything in the picture is in proportion. The picture looks just like a scene from outdoors. See whether you can make your picture look like a real-life picture.

After the children have drawn the pictures, show them to the class. Have the class decide which children did the best work. Those children will make the poster.

If you are going to use the wash-day idea, these are the colors we used: Valentine clothes were colored red and white. The wash posts were shaded purple with white on top for snow. The clothes line was purple. The houses were colored pastel colors with colorful curtains at the windows. Remember to put snow on the window sills, chimneys, doors, and roofs of the houses. Use a white crayon for snow or leave the paper uncolored where you want snow. Purple is used for the trees and ground in the background of the picture. The piles of snow are made with a



Suggested Patterns for the Valentine Poster.



The Valentine Poster Made at Miss Altmann's Kindergarten at Oshkosh, Wis.

*Kindergarten Director, 324 Parkway, Oshkosh, Wis.

purple line and white crayon, colored underneath. The shadows are made by using a purple crayon. Purple smoke comes out of the chimneys. Mother's clothes are red and white. She has dark brown hair. Her stockings are brown and her shoes are a darker brown. Her face and hands are colored yellow, red, and brown. It really is not as dark as it photographed. Her wash basket is yellow and outlined and shaded with purple. Her

eyebrows and eyes are brown and her mouth red. Her nose is drawn with a brown crayon.

After the poster is completed you could have your class write a valentine story about the poster. Invite another room to a valentine party. Read the story or stories at the party. I am sure you will find that the other class will like the stories and poster. It will make your class feel very proud to share their work with another grade.

Number Before the Textbook

IV. Games and Number Activities

*Amy J. DeMay, Ed.D. **

Children like games. Wherever number work can be given in the game spirit, in a real game setting, there is a natural motivation. The game gives the child something interesting to do in connection with what he learns and takes away the drudgery. Many games using numbers can be purchased, and these should be a part of the equipment, not only of first grade but of second and third grades as well. However, there are many which the children can make, the making of them for this purpose providing the best motivation for the activity; for the children can be told that the materials they make that are good enough will be used for this purpose.

After the first learning with real objects in which there may be games of all sorts, such as races, counting the number of people for certain parts, counting out pencils, paper, crayons, chalk, etc., which are a part of schoolwork in other school subjects, the pupils can make use of their number knowledge up to this point by making cards for number games which will help bridge the gap between the wholly concrete which they have had at first and the number symbol which they will be using before very long.

For such activities the children need drawing paper or oaktag for card mounts, as well as soft paper, pencils, colored crayon, rulers, parquetry papers, patterns of circles, simple block pictures, and the figures.

For the games sets of dots or marks, groups of x's, boxes, rings, etc., can be made and mounted, for all the numbers 1 to 9. Children should be encouraged to bring printed figures and words, which they cut from magazines or newspapers, to mount on cards. The teacher will suggest also that they find groups of objects, such as 2 cats, 3 dogs, 4 boys, 2 children, etc., cut from papers and magazines, to be mounted on cards for the games. Such outside work sets them looking for the use of number in their environment; it will make them see number as nothing else is likely to do.

As soon as a few kinds of material on cards have been gathered, the children should play games with them. The first games should, of course, be very simple, perhaps not more than the collecting of groups of objects, such as chalk, colored crayons, boys, girls, to fit the number of dots, marks, x's, etc., on the cards. Then the matching of the number of dots with perhaps the number of x's. Two dots is the same amount as two rings; two (the word) fits two marks (""), and finally the figure 2 fits any two objects, etc.

For sets of figures, calendar numbers can be cut and mounted on cards. After the pupils

have had some experience cutting out more irregular objects, they can cut out the figures 1 to 9 from large calendar figures as patterns; or other patterns may be provided for them. This will give them a better visual image than just looking at the figures. Cutout figures also take care of another aspect. They provide opportunity to notice that 6 upside down is 9, and 9 upside down is 6, that 1 (a mere vertical unadorned bar without hooks) is right either way up, and that the head of 8 is a little bit smaller than the body; also that the openings of 2, 3, 5, and 7 face toward their left hand, and that the arm on 4 is toward the left also. Such exercises will prevent or break up the habit of some children of writing the numbers hind-side-before. In the making of these cutout numbers, the easier ones, such as 1, 4, 7, should be made first, then 2, 6, 9, and last 5, 3, 8. After they have cut them out, the pupils may color each figure a separate color, the child being left to choose the color he wishes; this will provide ample variety so that a particular number will not always be the same color; that is, all the 2's should not be red, nor all the 3's blue.

Besides the matching of numbers and their

values, the children can be led to discover that two of a kind, e.g., dots, and four of the same, make six of that kind; that is, two dots and four dots are six dots. Also by covering part of the dots on a card, part are taken away; therefore a card with seven dots, where two dots are covered, makes the same amount as a card with five dots.

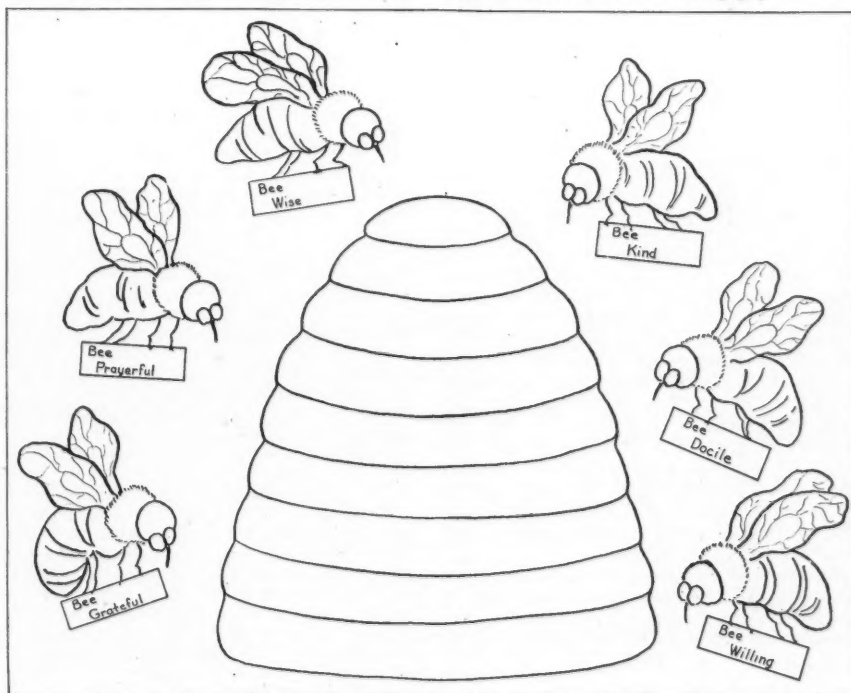
For another game, the teacher may write a number on the board, or have a set of answer cards. Then the children hold up cards whose answer is the number given. For example, for 4 (or four), children may show four dots, or two x's and two x's, or three dots and one dot, etc. Many games of this sort can be devised by the teacher or suggested by the pupils. In games of other sorts that do not have numbers, a score can be kept with these cards the pupils have made.

In other exercises the teacher may write on the board directions, after the pupils are sufficiently advanced to read them, as for example, *Row 1: Draw around the pattern of the ring. Make five rings. Cut out the five rings. Color 3 rings red. Color 2 rings blue. Put the rings into an envelope.*

Other rows make perhaps a square or some other shape, and each has a different combination of numbers. Later these can be used for another game involving addition and subtraction, as for example, in the five rings of the above exercise the two blue rings can be taken away, leaving how many rings?

Later when more than two numbers are to be added, the cutting and coloring exercises may include such directions as the following: Make and color 2 balls red. Make and color 1 ball yellow. Make and color 3 balls black. How many balls? Make and color 1 box orange. Make and color 2 boxes green. Make and color 2 boxes brown. Make and color 1 box red. How many boxes in all?

For the orderly arrangement and care of such material for games, the teacher will need shoeboxes and envelopes or a shallow carton box of the right length and width, with partitions of cardboard or drawing paper.



Be as Busy as Bees. A blackboard Design by Sister M. Rosilda, O.S.F.

*Clifton, Springs, N. Y.

SUPPLEMENTING PRIMARY TEXTBOOKS

*Sister M. Francis Assisi, C.S.A. **

This ever present war is causing tremendous revolutions in home life, industry, recreation, politics, and education. There is scarcely a thing today that has not been affected by its terrific power. Old conventional ideas, standards, and ideals are being ruthlessly shattered by its inhuman force. Its results, however, are not all destructive. Man is being taxed to his utmost, to retain his civilization before the violent onslaught of this chaotic upheaval. And, somehow, his spiritual intelligence is conquering the brute materialism of war.

We who are engaged in education have felt the impact of the war on even the homely tool subjects of the elementary school. Let us consider spelling, for example. Are our present spelling textbooks meeting, adequately, the writing demands of the day? The war has created a new vocabulary. It has created an interest in almost every part of the globe; and, most pertinent, it has created a real need for writing. There is scarcely a home which has not given at least one of its members to the war effort. Correspondence with these absent ones is dictated not only by family love but also by a patriotic duty. Traveling difficulties have created a further need for correspondence as a means of communication.

The child today does not live in the sequestered home atmosphere of the child of yesterday. Even the primary child is made to feel that his place in the world is an important one. Certainly a feeling of independence in even the very youngest children is almost a necessity of our time, a time when the home very often offers only inadequate protection. Children of today begin to live a rather broad social life even in their prekindergarten years. The influence of the radio, the movies, and the new freedom of the street are giving him an unusually large speaking and meaning vocabulary. The modern child is not content to express himself only orally. In my experience with young children, I have found that even those of only average and low-average intelligence desire to express themselves in written language. Given interest in a subject, they dislike being hampered by laws of brevity. They want to write and they want to write more than three or four sentences. They want to use words that they speak when they write. This, to me, seems a natural and laudable desire. My problem has always been how is the child to be satisfied? What training or aid are we going to give him that he may express himself adequately and correctly? For the child of today, the words of spelling texts are necessary but insufficient. He still requires instruction in learning to spell the words of the basic vocabulary, but he needs more than that. He cannot be taught all the words he needs in formal lessons. Simple and effective means must be given him to spell the words he needs.

Simple picture dictionaries may be a partial supplement. Large wall charts with lists of words in alphabetical order in the children's speaking vocabulary may be exposed during

the writing periods. The teacher and pupils will choose the words to be placed on the wall chart.

Large wall maps can be made for the primary rooms on which the names of states, countries, etc., are lettered in large readable print. Even the primary school child is interested in places like Germany, Japan, Italy; in cities like London, Rome, Tokyo. They are acquainted with names of islands which, up to this time, have not been a part of even adult experience.

Special periods may be used in which the children make individual booklet dictionaries of words in the speaking vocabularies and not yet included in their writing vocabularies. Make a booklet of 26 pages, each page marked with a letter of the alphabet. The child, with the aid of the teacher or independently, may list words alphabetically in this booklet. Lists compiled by the children during a language period may be added to the child's own list, and the child will wish to increase his list with the aid of his parents and relatives.

This device will aid the child in becoming spelling conscious and certainly will provide him with a wider writing vocabulary.

Of course, it is not to be expected that the child will remember these words permanently. These devices are to be used as references for writing. Undoubtedly they will increase the pupil's spelling and writing vocabulary.

The war with the situations it has created is providing an incentive for the study of spelling—a subject which normally does not have inherent motivation. Let us derive from this evil what good we can, even if the good is produced only in the lowly subject of spelling!

PROSELYTIZING IN LATIN AMERICA

The sentiment of Latin Americans regarding Protestant missionary efforts in their countries was stated recently in *Verdades*, the Catholic weekly published in Lima, Peru, in an article by Miss Susanna Arias Nieto, president of the Crusade in Defense of the Catholic Religion. She said:

"The freedom of worship, conscience, and creed which everybody, citizens and foreigners alike, enjoys in this country is one thing; systematic, undesirable and insolent Protestant propaganda in our country is something else."

She regards the efforts of Protestant missions to induce Peruvians to change their religion on a plane with foreigners, who would enter a country for the avowed purpose of making the inhabitants change their language.

"Would any country in the world tolerate such a thing," she inquired.

The article concluded with a quotation from a comment made in 1941 by Dr. Honoria Delgado, internationally known Peruvian psychiatrist: "When duality of beliefs, or worse yet, the chaos of sectarianism, takes the place of the traditional and one faith, men lose the firm foundation of spiritual unity, their moral development is in a vacuum of wavering opinions, everything becomes relative and questionable, and the only thing that remains as a dominant force is fundamentally animal appetite."

A Prayer for Congress

Rev. Dr. Timothy J. O'Leary, of the Archdiocese of Boston, who is teaching in the department of education of the graduate school of the Catholic University of America, was invited recently to say the opening prayer for the House of Representatives. The text of Father O'Leary's prayer is as follows:

"O Almighty and Eternal God, we are drawing close to that holy feast day on which the Christian world commemorates the coming to earth of Thy Divine Son who became Man in order to be 'like unto us in all things except sin.' Graciously grant, O loving Father, that as Thy Divine Word came to bring peace to a sorry world steeped in the darkness of idolatry and sin, so now again may He come as the Prince of Peace to bring justice and charity to a distracted world, which, in the pursuit of selfish ends and material gains, has plunged us into the horrors of war with all its dreadful burden of suffering, anxiety, and death. For these calamities have weighed heavily upon us all: our President, our leaders of government, our military commanders, our whole nation, and, indeed, on all peoples everywhere.

"We pray that all troubled souls will lift up their hearts in love to Thee, the only source of true and lasting peace and that they may humbly submit to Thy divine plan for the redemption of man as made known to them through the teaching of Thy Son. From these Divine teachings may they learn where is wisdom, where is strength, where is understanding, where is length of days and life, where is the light of the eyes and peace.

"We pray that a self-sacrificing love of God and of our neighbor be manifest among us all, and that its presence may be demonstrated by our humble obedience to the Divine Law. May this divinely inspired love be the token by which we shall recognize the true leaders of government at home and abroad. May it be, as it is divinely intended to be, the conqueror of hatred and strife, the bond of unity among the peoples of all nations, and the sure guarantee of peace with justice. This we ask in the name of the Father, and of the Son, and of the Holy Ghost. Amen."

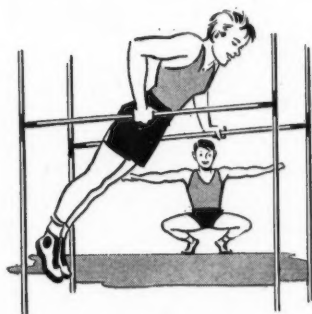
SAFETY SIGNS

In many cities, parochial schools are privileged to set up slow or stop signs to warn motorists of the presence of school children. These signs should be placed in the street only at the time the children cross the street going to and from school.

It is a serious error to leave them there all day or all night. An unnecessary sign will be ignored by motorists because it has no principal meaning to them. The danger is that it will be ignored when it is of importance. Parish school janitors should be careful to remove these signs when they are not absolutely necessary.

About one-third of the commercial forest of America is on farms.

*70 East Merrill Ave., Fond du Lac, Wis.



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Catholic Education News

URSULINES' NINETIETH ANNIVERSARY

The Ursuline Sisters in Toledo, Ohio, observed the ninetieth anniversary of their arrival in Toledo, on December 8, 1944. They arrived in Toledo the day that the dogma of the Immaculate Conception was defined.

CONFERENCE ON INTER-AMERICAN RELATIONS

In an effort to contribute to the nationwide movement toward a better understanding of Latin-American affairs, as well as toward more friendly relations between our people and our southern neighbors, Immaculate Heart College, Los Angeles, Calif., held a one-day Institute on Inter-American Relations, on November 11, 1944. Some two thousand persons attended. The first

session was opened by His Excellency, Most Rev. John J. Cantwell, D.D., archbishop of Los Angeles, who, in his introduction, expressed the immense significance of such an institute. Right Rev. Msgr. William Barry of Miami Beach, Fla., struck the keynote of the entire conference in his address entitled: "Spiritualizing the Good Neighbor Policy," when he claimed that there was a definite explicit Catholic platform for hemispheric justice and prosperity. "It is a platform which sees the geographic world as a unity and shows that there can be justice for Latin America and the United States only if there is justice for all humanity inspired by Divine Justice."

Msgr. Barry made three definite suggestions that should further "Our Good Neighbor Policy." First: The appointment of Catholics rather than non-Catholics to diplomatic posts would clarify many official misunderstandings. Second: The establishment of a great Catholic foundation in

the hands of the American hierarchy, similar to the Guggenheim Foundation in scope and financial resources would make possible the awarding of scholarships, especially in the fields of sociology and medicine. Third: The founding of a great Pan-American university which would bring about a new charter in Catholic education and thus afford the exchange of more Catholic students between the North and South American Catholic institutions of higher learning.

Speakers from North, Central, and South America, in three general and six sectional sessions, presented the varied religious, political, cultural, racial, and commercial problems confronting the Ibero-Americans and the citizens of the United States.

In the evening meeting, Richard F. Pattee, Ph.D., author, lecturer, and professor of history at the University of Mexico, the thirty-second speaker on the conference, in the closing address of the day, entitled "Our Catholic Stake in Latin America," presented in detail the Church's outlook in our Latin-American countries.

The resolutions read at the conclusion of the last conference by Rev. Edward J. Whelan, S.J., of Loyola University, Los Angeles, stated that a permanent organization would be established at Immaculate Heart College under the direction of Sister M. Ancilla, Ph.D. Thus it is hoped that with a better understanding of our southern neighbors will come an earlier peace, a more lasting peace, and a more Christlike postwar world.

THE N. Y. LITURGICAL CONFERENCE

At the Annual Liturgical Conference, held in New York City December 27-29, an evening session was devoted to the problems of the liturgy and Catholic Action and the liturgy in Catholic education. Improving Catholic life in America through the use of the liturgy was discussed by Rev. Francis N. Wendell, O.P., of New York City. He argued strongly for lay participation in all Catholic action. To carry on an effective program, inspiration must be received from the spiritual foundation which is the liturgy. Rev. Ralph Kelley, of New Haven, Conn., argued that the liturgical idea must become an essential part of the school curriculum, particularly of the teaching of religion. To teach the way of life, he said, the subject requires drinking from the foundation of spirituality which is the liturgy.

PARISHIONERS BUILD SCHOOL

At Natchez, Miss., Bishop Gerow recently dedicated a Catholic grade school for Negro children. The school, together with a convent for Trinitarian Sisters, was built by Negro laborers, working at night after their regular day's work was done, and using only secondhand material. Courses to be taught by priests will include cabinetmaking, plumbing, and repair of farm implements. The Sisters will teach home economics, public health, and home nursing. A farm will be operated by the school. Two doctors will hold a clinic, twice a week, open to the entire Negro community.

PERSONAL NEWS ITEMS

☞ REV. EUGENE P. MURPHY, S.J., has been chosen by Sodality vote as the Catholic of the Month for January. Father Murphy has originated and maintained the only daily Catholic radio program, the Sacred Heart Program, now carried by 143 stations.

☞ MR. ANHUH SHIEH, of Kiang-su Province, China, is now teaching engine vibrations and aerodynamics at the University of Notre Dame. He came to the University from the U.S.A. office of the Chinese Air Force in Washington, D. C.

☞ ADELAIDE CHARTRAND, retiring president of the French-Canadian Educational Association, has received from Pope Pius XII the medal *Pro Ecclesia et Pontifice*.

Jubilees

☞ MOST REV. JOHN J. GLENNON, archbishop of St. Louis, celebrated the sixtieth anniversary of his ordination, on December 20.

☞ REV. JAMES H. MCKERVEY, S.J., who has

(Continued on page 22A)

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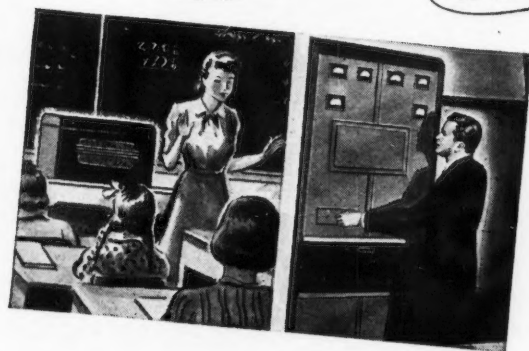
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Catholic Education News

(Continued from page 20A)

been teaching in Jesuit schools of the South for 35 years, celebrated, recently, the fiftieth anniversary of his entrance into the Society of Jesus.

☐ REV. FRANCIS E. PORTER, S.J., celebrated the sixtieth anniversary of his entrance into the Jesuit novitiate, on December 2, 1944, at Cleveland, Ohio. He was born at Loretto, Ky., January 15, 1866, entered the Society at the age of 18, and was ordained June 27, 1899. He is the only surviving member of his family. Two of his sisters were Sisters of Loretto and a brother was a Xaverian Brother.

☐ At Kaimuki, Honolulu, on the Feast of St. Margaret Mary, the Sisters of the Sacred Hearts celebrated the thirty-eighth year of the entrance of MOTHER HENRIETTE LOUISE into the Congregation, and the twenty-fourth anniversary of the dedication of their original chapel. A 65-voice choir from the Kaneohe Naval Air Station, under the direction of Petty Officer Summers, sang the Mass of the Angels.

☐ MOTHER M. FITZWILLIAM, of the Religious of the Sacred Heart, recently celebrated the fiftieth anniversary of her religious profession, at a solemn pontifical field Mass celebrated by Most Rev. Jules B. Jeanmard, bishop of Lafayette, La., at Sacred Heart College, Grand Coteau, La.

☐ THE BROTHERS OF THE SACRED HEART, at Catholic High School, Baton Rouge, La., recently celebrated the fiftieth anniversary of their establishment at the school, known in 1894 as St. Vincent's Academy.

☐ SISTER M. STEPHEN LEAHY, of the Sisters of St. Ann, at Lachine, Quebec, recently observed her one hundredth birthday anniversary. Last summer she completed 75 years in religion. In

1884, she and two companions founded the Holy Cross Mission of Koserefsky, in Alaska.

Deaths

☐ RT. REV. MARTIN VETH, O.S.B., retired abbot of St. Benedict's College, Atchison, Kans., died, December 12, at the age of 70.

☐ VERY REV. JOHN J. DILLON, O.P., president of Providence College, Providence, R. I., died early in December. Father Dillon was born in Derby, Conn. He served in the Navy during World War I. In 1936, he became president of his alma mater.

☐ REV. J. LEONARD CARRICO, C.S.C., director of studies at the University of Notre Dame, died, early in December. He was born in Raywick, Ireland, in December, 1881.

☐ SISTER M. AGATHA, S.H.N., died at the Convent of the Holy Names, Marylhurst, Ore., November 28, after 32 years of religious profession. Sister Agatha (Abigail Catherine Lynch) was well known before she became a Sister as a member of the faculties of normal colleges in three states. She has been doing similar work in the Oregon Province of the Sisters of the Holy Names. MARGARET T. LYNCH, executive secretary of the N.C.C.W., who recently received the Pontifical medal *Pro Ecclesia et Pontifice*, is a sister of the deceased.

☐ MOTHER M. OF ST. DOMINICA STICKNEY, superior of the House of the Good Shepherd, Washington, D. C., died, November 26. She was born in Philadelphia 67 years ago, and became a religious at the age of 21.

☐ SISTER M. AUGUSTA FLEMING, of the Sisters, Servants of the Immaculate Heart of Mary, died, December 6. Before her final illness she was superior of St. Agnes Place, Elmhurst, Pa.

☐ DR. GEORGE D. BIRKHOFF, a member of the Pontifical Academy of Sciences, and an internationally prominent mathematician, died recently at Detroit, Mich., at the age of 60.

☐ SISTER M. BENEDICTA FEEHAN of the Sacred Heart, S.H.N., died, November 23, at San Francisco, aged 74. A religious for 48 years, she was well known as a teacher and supervisor of music.

☐ SISTER M. BARBARA O'MALLEY, I.H.M., of St. John's Convent, Pittston, Pa., died, November 23. She had been a member of the Sisters, Servants of the Immaculate Heart of Mary for 42 years, holding positions as teacher and principal.

☐ SISTER M. PATRICK O'SULLIVAN, of the Congregation of the Most Holy Sacrament, principal of Annunciation High School, New Orleans, La., since its establishment in 1929, died, December 5.

☐ BROTHER DENYS OF MARY (McCANN), F.S.C., business manager and member of the faculty of Manhattan College, New York City, died, October 24, at the age of 50.

☐ REV. DR. ADRIAN J. KILKER, pastor of St. Monica's Church, Berwyn, Philadelphia, Pa., and former professor of sociology and English at St. Charles Borromeo Seminary, Philadelphia, died, December 29, at the age of 42.

Appointments

☐ VERY REV. FREDERICK C. FOLEY, O.P., is now fifth president of Providence College, Providence, R. I. He succeeds Very Rev. John J. Dillon, O.P., who died on December 1.

☐ RT. REV. MSGR. MICHAEL J. READY, general secretary of the National Catholic Welfare Conference, has been appointed bishop of Columbus.

☐ VERY REV. MSGR. HOWARD J. CARROLL is the successor of Bishop-elect Ready as general secretary of the N.C.W.C.

☐ BROTHER SYLVESTER, F.S.C., of the Christian Brothers College, Military High School, 6501 Clayton Road, St. Louis 17, Mo., has been appointed chairman of National Catholic Book Week for 1945. He succeeds MR. RICHARD J. HURLEY, of the library school at the Catholic

(Continued on page 25A)

What DID A SCHOOL SUPERINTENDENT FROM SOUTH CAROLINA Say TO A SUPERINTENDENT FROM NORTH CAROLINA?



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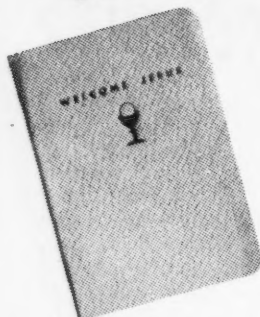
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Catholic Education News

(Continued from page 22A)

University of America, who directed the 1944 activities.

¶ **VERY REV. COMERFORD J. O'MALLEY, C.M.**, was formally installed as seventh president of De Paul University, Chicago, Ill., in December.

¶ **REV. SYLVIO DUCHARME, O.M.I.**, has been named superior of St. Joseph's Scholasticate, Ottawa, of the French-speaking Oblates of Canada. He succeeds Very Rev. Dr. Leo Deschatelets who has been named provincial.

¶ **REV. ADRIAN BRANDEHOFF** has been appointed the fifth rector of the Pontifical College Josephinum, at Worthington, Ohio, to succeed BISHOP-ELECT **HENRY J. GRIMMELSMAN**, of the new Diocese of Evansville, Ind.

¶ **VERY REV. LEO DESCHATELETS**, superior of St. Joseph's Scholasticate at Ottawa, Canada, is the new provincial of the French-speaking Oblates of Canada, succeeding **VERY REV. GILLES CHARTRAND** who has been provincial for 8 years.

¶ **DR. TARAKNATH DAS**, distinguished scholar from India, lately a professor in the College of the City of New York, will occupy a lectureship in the department of politics at The Catholic University of America recently established by the Watumull Foundation.

SIGNIFICANT BITS OF NEWS

¶ **Most Rev. Joseph Charbonneau**, archbishop of Montreal, has set up a Commission of Educational Works to co-ordinate educational activities in his diocese.

¶ **Rev. John Tierney**, archdiocesan director of the Confraternity of Christian Doctrine, in San Francisco, appealed to the delegates to the recent quarterly convention of the N.C.C.W. at Berkeley to enroll as teachers of religion in the week-day program on released time. Father Tierney announced that classes to prepare teachers will be held weekly from January 15 to March 26, 1945.

¶ **Archbishop Joseph F. Rummel**, of New Orleans, has opened a campaign to raise \$2,500,000 for the erection of three new high schools, a Catholic youth center, and a protective institute for boys.

¶ A military training program, authorized as a national defense unit, has been inaugurated at Boys Town, Boys Town, Neb.

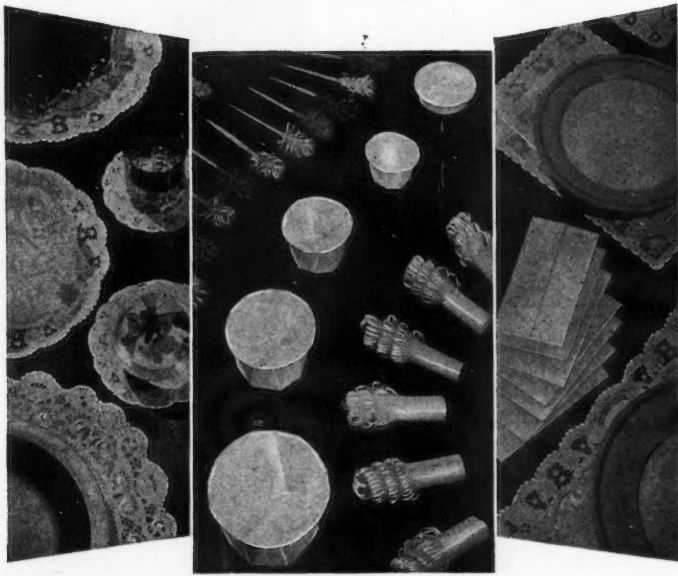
¶ In December, 1944, enrollment in the high schools of the Archdiocese of Cincinnati was 10,735, an increase of 867 (almost 8 per cent) over last year's figure. The grade school enrollment was 35,675, an increase of 750 over last year's figures. There is one pupil in high school for every 3.3 in the elementary school.

¶ The Maryknoll Fathers have opened a new school in Kunming, China.

¶ The *Catholic Digest* is publishing the *Catholic Digest Study Guide*, prepared by Dr. Hugo Hellman of Marquette University, Milwaukee. It consists of study plans for high schools based upon articles in the *Digest*.

¶ **McBride High School**, conducted by the Brothers of Mary at St. Louis, Mo., is conducting a campaign to sell \$500,000 worth of war bonds, hoping to be the first school in the country to sponsor the purchase of a Navy PT boat. This school already has to its credit 122 jeeps, a \$75,000 pursuit plane, and a Flying Fortress. If the present goal is reached, McBride will be one of the very few schools to subscribe for a million dollars' worth of war bonds.

¶ **St. Joseph's Annex of Cathedral High School** for Girls in New York City was formally blessed and dedicated by Archbishop Spellman, on November 19. The building is an old parochial school at 109 Washington Place, Manhattan. It has been renovated into a modern high school building to accommodate 400 girls in the ninth and tenth grades. This brings the total number of girls enrolled in the main building and five annexes of Cathedral High School to 4000. In his address at the dedication, Archbishop Spellman observed that now there are about 26,460 students in the



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parochial high schools of the Archdiocese of New York. To educate these 26,000 would cost the city \$3,500,000 exclusive of the cost of buildings.

¶ The Maryknoll Society has arranged a special course of study for returning servicemen who wish to become missionaries, according to a recent announcement by Rev. Martin J. Burke, M.M., vocational director of the Chicago area of the Society. Applications have been received from servicemen in all parts of the world.

¶ Thirty-four Marist Brothers recently sailed from Spain to augment the forces of the Brothers working in Argentina, Chile, and Peru. Twelve Brothers left for Cuba, Mexico, and Venezuela earlier in the year, and more are expected to leave for America soon.

¶ In Grand Rapids, Mich., the campaign to raise \$750,000 in war bonds for the Bishop's High School Development Fund is progressing satisfactorily. Five parishes have met or exceeded their quotas.

¶ A convent of Sisters of the Institute of the Blessed Virgin Mary has been established by Sisters who are refugees from Europe at Winslow, Ark. The Sisters will teach music and art and make vestments and altar linens.

¶ The fifth annual convention of the California Unit of the secondary school department of the N.C.E.A. met at San Francisco, recently. Brother Alfred, F.S.C., was elected president to succeed Rev. Patrick Dignan, superintendent of schools of the Archdiocese of Los Angeles.

SCHOOL NEWS College & University Notes

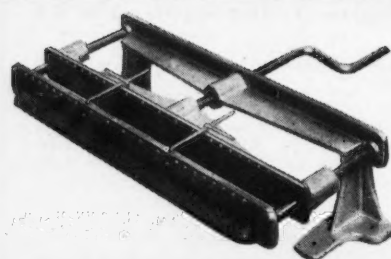
¶ At Seattle College, Rev. Harold O. Small, S.J., dean of studies, announced, as a high light of the evening program, aviation training meeting all military and civil requirements. Other subjects offered in the evening classes are Spanish,

(Continued on page 26A)

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Catholic Education News

(Continued from page 25A)

psychology, accounting, typing, international relations, and the technique of fiction.

¶ The White Fathers' Washington Seminary is now located in a historic building, the century-old Bethesda Presbyterian Church at Bethesda, Md. The building was dedicated to the African Apostolate recently by Most. Rev. John M. McNamara, auxiliary bishop of Baltimore and Washington. Very Rev. Stephen Van den Bosch, W.F., is the newly appointed superior of the seminary.

¶ With the admission of women to certain courses at the Catholic University of America, Gibbons Hall was converted into a women's dormitory. Dr. Eugenie Leonard, dean of women, put into effect a form of self-government at the dormitory, the home of about 127 girls from 17 to 35 years in age, mostly graduate students. Dr. Leonard likes the easy way the women students entertain the men students in the dormitory parlors. Often, in the evening, the parlors are full of students playing cards or gathered around the piano.

¶ The alumnae association of The College of New Rochelle, New Rochelle, N. Y., has presented a \$1,000 war bond to the college as the beginning of a \$45,000 scholarship fund.

¶ Deans of Jesuit colleges of the Maryland Province, at a meeting in December, decided that returning veterans who have completed three years of standard high school and have completed 12 units with a good average in each course will be allowed to complete their high school work under college direction. They should be required to do as much of the philosophy and religion courses as possible. In accepting veterans for premedical courses, advanced standing must be given only to those who have good

records for past work. Credit for courses taken in the armed forces will be evaluated according to the standards of the U. S. Armed Forces Institute. An accelerated program of some kind should be continued.

¶ Recent appointments to the board of trustees of the Catholic University of America are: Co-adjutor Archbishop Rohlfman of Dubuque; Archbishop Cushing of Boston; Bishop Gerald P. O'Hara of Savannah-Atlanta; and Lewis Guarnieri, a lawyer, of Warren, Ohio.

¶ St. Mary's College, Brooklyn, N. Y., on December 5, held an academic program in honor of Robert Louis Stevenson, who died 50 years ago (in 1894) in Samoa. St. Mary's College has a tradition of honoring famous authors, artists, philosophers, and statesmen on their anniversaries.

¶ Notre Dame College for Women, Grymes Hill, Staten Island, N. Y., is erecting an addition to its building.

¶ The Newman Club, Catholic student organization at the University of Texas, directed by Rev. Thomas F. Tierney, has taken an active stand of protest against the "un-Christian and ungentlemanly manner" in which Dr. Rainey, the president, was dismissed. Dr. Rainey is an ordained Baptist minister.

¶ Alumni and friends of St. Benedict's College, Atchison, Kans., have formed a centennial committee to raise a million dollars for the college by 1950.

¶ Providence College, Providence, R. I., began its twenty-fifth year on Sept. 19. Rev. Daniel M. Galliher, O.P., and Rev. Francis A. Howley, O.P., members of the original faculty, were celebrant and deacon of the opening Mass, and Rev. Vincent C. Dore, O.P., a student of the first class and a present faculty member was the subdeacon.

High School News

¶ In the Archdiocese of Cincinnati, 76.4 per cent of pupils who graduated from the eighth

grade last June and entered high school, are enrolled in Catholic high schools. There are 35,675 pupils in the elementary schools and 10,735 in the Catholic high schools—a ratio of 1 to 3.33. In this archdiocese, Archbishop McNicholas has promoted the establishment of central Catholic high schools. Today there are 18 centralized high schools, 6 parochial high schools, 9 private academies, 5 specialized high schools, and several high schools offering less than four years of study.

¶ The Christian Brothers College (high school) Cadet Corps, at St. Louis, Mo., recently presented \$1,000 to the Society of the Propagation of the Faith.

New Schools Opened

¶ At Tampa, Fla., Franciscan Sisters of Allegany, N. Y., have opened St. Benedict's School for Negroes. Mother M. Edmunda, O.S.F., is superior and Rev. Joseph Schmutz, S.S.J., is pastor of the new enterprise. The same community of Sisters conducts St. Joseph's Hospital at Tampa.

¶ Our Lady of Mount Carmel Parish, Meriden, Conn., has opened a school. Most Rev. Maurice F. McAuliffe, the last bishop of Hartford, presided at the dedication, September 10, of the building which was formerly a public school.

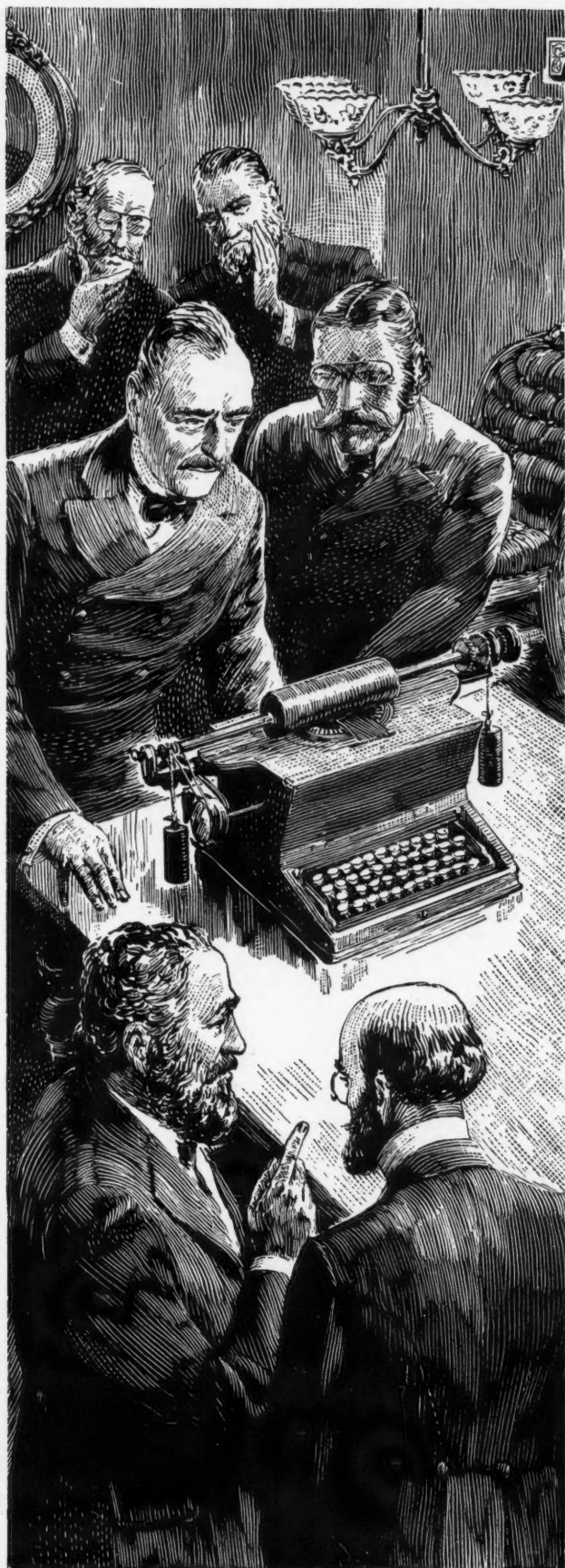
¶ St. Mary's Parish at Menomonee Falls, Wis., has voted to erect an addition to its grade school to provide four classrooms and a parish hall. Mark Pfaller, architect, of Milwaukee, has drawn plans and a drive for funds is under way. Since the need is urgent, the W.P.B. is expected to grant priorities so that work may be started in the spring of 1945.

PUBLIC SCHOOL RELATIONS

Religion for Pupils of State School

At St. Paul, Minn., the state conducts the Minnesota School of Agriculture on the high

(Concluded on page 28A)



There's an idea here that will revolutionize business!

The revolution began quietly, in a hotel room in central New York State, seventy-odd years ago. The typewriter's inventor, seeking a manufacturer, yet too shy to plead his cause in person, had sent two friends with his crude working model to enlist the support of the famous sewing machine and farm implement makers, E. Remington & Sons.

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Catholic Education News

(Concluded from page 26A)

school level for boys and girls. The school is across the street from Corpus Christi Catholic Church where the religious and spiritual welfare of Catholic students is promoted actively by the pastor and chaplain, Rev. James L. Guinney.

Religion on Released Time

At St. Cloud, Minn., about 501 Catholic students attend Technical High School, 60 per cent of the school's enrollment. Seventy-two per cent of these Catholic students attend, twice a week on released time, classes in religion taught by curates from the Cathedral and deacons from St. John's Seminary.

Parental Influence Prevails

A survey among junior and senior high school

students in six Iowa communities, conducted by the Des Moines Commission on Higher Education, shows that young people avoid church schools because of home influences. Although more than 72 per cent of the students began church school because of parental pressure, Rev. Mr. Frank A. Lindhorst, counselor of the Commission, concludes that, in a large number of cases, home influences prevented attendance.

THE NATIONAL CATHOLIC HIGH SCHOOL TYPISTS ASSOCIATION

The National Catholic High School Typists Association was formed in January, 1933. The founders were George W. Gatschet, instructor at St. Joseph's College and Military Academy, Hays, Kans., Very Rev. Herbert Schell, O.F.M.Cap., at the time president of St. Joseph's

College, and Sister M. Remigia, C.S.A., principal of Girls Catholic High School of Hays, Kans. The Bishop of Concordia, Most Rev. Francis J. Tief, D.D., officially approved and supported the organization. The present Bishop, Most Rev. Frank A. Thill, D.D., Ph.D., has also given his approval and has shown great interest in the project.

The organization sponsors two annual contests, the first, an every-pupil contest held on the second Thursday in March, and the second, an individual contest, held the last Thursday in April. Contestants are the bona-fide typing pupils in the member schools of the organization. Membership in the Association is now open to any Catholic secondary school in the United States and adjoining countries. In the contests the advanced students in typing are required to spend fifteen minutes in letter writing; the first-year typists take a speed test of ten minutes from unfamiliar copy.

Since its inception, the organization has sponsored contests in which 27,896 contestants, 545 Catholic secondary schools in 43 states were represented. Outlying regions participating in these projects include Canada, Newfoundland, Panama, Hawaii, and British Guiana.

A total of 126 champion trophies have been awarded to winning schools; 102 gold, silver, and bronze keys and medals have been given to high-ranking students; and 630 certificates of proficiency have been issued to students doing superior work at the typewriter. Special recognition is given to Very Rev. Thomas Petrie, O.F.M.Cap., Very Rev. Alfred Carney, O.F.M.Cap., Very Rev. Herbert Schell, O.F.M.Cap., all past presidents of St. Joseph's College and Military Academy, Hays, Kans., and Sister M. Albertonia, C.S.A., and Sister M. Bernita, S.S.J., for assistance that they have rendered to the organization.

The officers for 1944-45 are as follows: Very Rev. Terence Moffat, O.F.M.Cap., president of St. Joseph's College & Military Academy, honorary president; Sister M. Remigia, C.S.A., principal of Girls Catholic High School, Hays, Kans., honorary vice-president; George W. Gatschet, instructor in commerce at St. Joseph's College, president; Rev. Matthew Pekari, O.F.M.Cap., dean of studies at St. Joseph's College, vice-president, national contest director, and treasurer; Sister M. Ivan, C.S.C., Central Catholic High School, Hammond, Ind., second vice-president; Sister M. Lucida, C.S.A., Girls Catholic High School, Hays, Kans., secretary; Sister M. Ildefonso, C.S.A., Girls Catholic High School, Hays, assistant secretary.

This year newly designed trophies will be awarded to the winning schools. These trophies will become the permanent property of the winners. The officers of the Association extend a cordial invitation to all Catholic high schools in the country to participate in the projects of the organization. Since its beginning, the Association has had its headquarters at St. Joseph's College and Military Academy, Hays, Kans.

New Books

Invasion Leaders: American Military Leaders, 1942-1944

By John R. Graf. Paper, 47 pp., illustrated. 50 cents. McKinley Publishing Co., Philadelphia, Pa.

This is a timely and very readable set of brief biographies of Generals Eisenhower, MacArthur, Marshall, Arnold, Bradley, Clark, Doolittle, McNair, Somervell, and Chennault. A good portrait of the man accompanies each biography.

The Heritage of American Literature

By E. A. Cross and Neal M. Cross. Cloth, 765 pp., \$2.60. The Macmillan Company, New York, N. Y.

This anthology for senior high school classes stresses the American scene and American writers, with a rather high proportion of current selections. Discussions of current materials are entirely literary; examples of psalms and hymns are from Anglican sources.

(Continued on page 31A)



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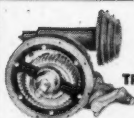
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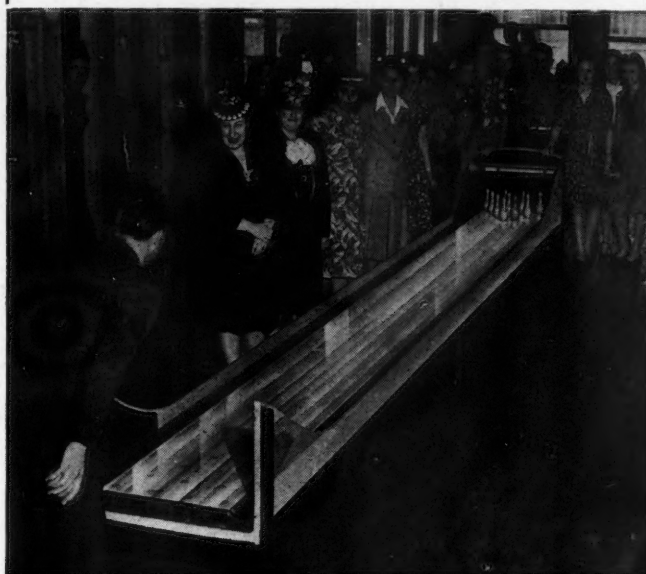
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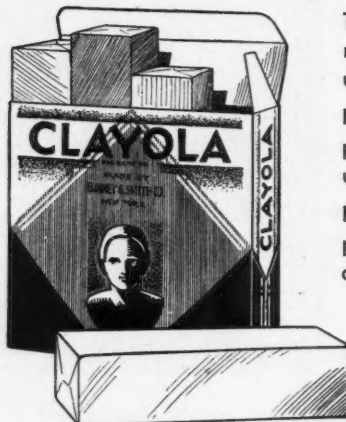
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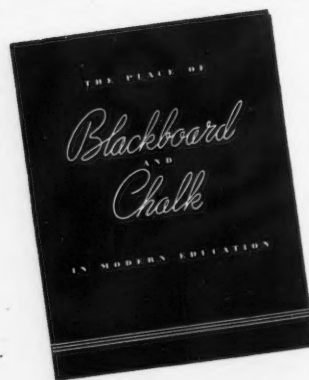
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New Books

(Continued from page 28A)

White Fire

By Rev. E. J. Edwards, S.V.D. Cloth, 227 pp. \$2.75. The Bruce Publishing Co., Milwaukee 1, Wis.

Father Edwards' literary mission seems to be the revelation of the spiritual life to all who will read with understanding. *White Fire*, like its predecessors, *These Two Hands* and *Thy People, My People*, depicts mission life in the Philippines. This time the background is a leper colony. The love of God for all, especially for the suffering, the power of prayer, the imminent danger of rash judgment in any situation, are brought home with many very human details and a rich vein of humor.

Sports: Their Organization and Administration

By Wm. L. Hughse, Ph.D., and Jesse F. Williams, M.D. Cloth, 414 pp., illustrated. \$3. A. S. Barnes & Co., New York, N. Y.

The authors of this professional book are well known through their former publications. Their goal is not easy to reach, owing to the existing variety of opinions. They endeavor to bring about a unified viewpoint of physical education and its practical administration for both sexes and all ages. The style and arrangement are those of the textbook, with many drawings and tables. A detailed index facilitates the finding of what is desired. There is much good and practical matter in this volume, and some with which many might not agree. The latter part of the quotation found at the end of the book ought to have been omitted, because the original author is not an accredited exponent of the Scriptures, and the racers run clearly off the track. — K. J. H.

Building for Safe Living

By Jamison, Johnson, and Watson. Paper, 156 pp. 60 cents. D. C. Heath & Co., Boston, Mass.

An Activity-Text-Workbook for the junior high school grades. It deals with most problems of health and safety at home, at school, on the highway, in the city, and on the farm. One chapter is devoted to first aid and care of the sick.

Ten Easy Motets

By Leopold Syre. Paper, 20 pp. 50 cents. Distributed by Theodor Presser, Philadelphia, Pa.

In this opus there are seven hymns in honor of the Blessed Sacrament, and three in honor of the Blessed Virgin with organ accompaniment. The motets being in Latin and arranged for two equal voices are useful for Sisters' chapels and for children singing at Benediction services. They are melodious and not difficult. — K. J. H.

Basic Typewriting Drills

By S. J. Wanous. Paper, 64 pp., 52 cents. South-Western Publishing Co., Cincinnati, Ohio.

This should be a real help to the acquisition of speed, the correction of errors, and the formation of good habits.

Fundamentals of Algebra

By Joseph A. Nyberg. Cloth, 336 pp. \$1.40. American Book Co., New York, N. Y.

A brief, introductory text covering the usual material of a one-year college-preparatory course. Practical occupational applications characterize the exercises.

Fundamentals of Plane Geometry

By Joseph A. Nyberg. Cloth, vii-359 pp. \$1.48. American Book Co., New York, N. Y.

This tenth-year course follows the conventional arrangement but provides important simplifications and strongly motivates the exercises and applied problems.

Reading American Literature

By Gladys Campbell and Russell Thomas. Cloth, 932 pp., illustrated. \$2.50. Little, Brown & Co., Boston, Mass.

An anthology for high schools including the editors' helps and suggestions for learning to read with understanding.

The Orchard

By Claude Dablon. Paper, 203 pp. 75 cents. Published by Le Messager, Canadian, 1961 Rue Rachel Est, Montreal, Canada.

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Confraternity Manuals

The following manuals come from The Confraternity of Christian Doctrine, 1312 Massachusetts Ave., N.W., Washington 5, D. C.: *Manual of the Confraternity of Christian Doctrine* (revised ed.); *Religious Vocation School Manual* (three booklets: grades I & II; grades III-V; and grades VI-VIII).

Teaching Citizenship in the Home

Paper, 58 pp. Confraternity of Christian Doctrine, 1312 Massachusetts Ave., N.W., Washington, D. C.

A religious-discussion-club text with outlines of lessons on teaching citizenship. The booklet is useful for parents and teachers and sells at the low cost of ten cents.

USEFUL BOOKLETS

Nationalism and Internationalism

Prepared by Most Rev. Aloisius J. Muench, D.D., and officially adopted by the Catholic Central Verein and the National Catholic Women's Union, at St. Paul, Minn., August 18-22, 1944. Published by Central Bureau Press, 3835 Westminister Place, St. Louis 8, Mo.

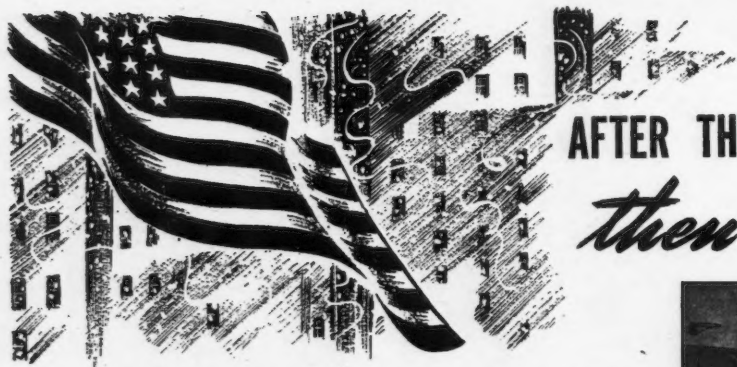
General Education Board Annual Report, 1943

Illustrated booklet reviews the state of economic and social resources, natural sciences, health, nursing, education of teachers, colleges, Negro education, interracial activities, etc. Published at 49 West 49th St., New York, N. Y.

Circuits for Victory

In colored pictures, this 40-page (10 by 13) booklet tells the story of the contribution of the Western Electric

(Concluded on page 32A)



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New Books

(Concluded from page 31A)

Company during 75 years in developing the telephone and other means of electric communication. It includes vivid pictures of the means of communication used by various branches of the armed services. Western Electric Co., 195 Broadway, New York 7, N. Y.

The Priesthood in the Writings of Saint John Eudes

By Rev. Charles Lebrun, C.J.M. Arranged from the French by Rev. W. Myatt, C.J.M. 44 pp., 15 cents. Eudist Seminary, Gros Pin, P. Q., Canada.

My Requiem Missal and Mass Card

Ed. by Father Siedman. 128 pp., 44 by 24, illustrated. 25 cents. Confraternity of the Precious Blood, 5300 Fort Hamilton Parkway, Brooklyn 19, N. Y. Contains the requiem Masses for funeral, month's mind, and anniversary; indulgenced prayers and explanations of indulgences; prayers at burial; articles about devotion to the Holy Souls; Mass card, etc.

A Measure for Audio-Visual Programs in Schools

This recent booklet is published by the American Council on Education, 744 Jackson Place, Washington 6, D. C.

The Challenge of Postwar America

An address by Frank E. Mullen, vice-president of the N.B.C. Outlines future achievements of science. Published by National Broadcasting Co., 30 Rockefeller Plaza, New York 20, N. Y.

The Catholic Revival in Mexico

By Richard Pattee and Others. 10 cents. The Catholic Association for International Peace, 1312 Massachusetts Ave., N.W., Washington 5, D. C.

The National Elementary Principal

This is published six times a year as the Bulletin of the Department of Elementary School Principals of the N.E.A., at 1201 Sixteenth St., N.W., Washington 6, D. C. Subscription \$3 per year. Single copies, 35 cents, except the yearbook which is \$2. The December, 1944, issue has a number of articles on teaching good behavior and on character education.

NEW CHURCH MUSIC

The following new publications have been received from J. Fischer & Brother, New York, N. Y.

Gesu Bambino. For S.A.B. and organ by Pietro A. Yon (8067), 18 cents. The late Maestro Yon's very popular Christmas Carol in the above arrangement. The same is available in orchestra and band arrangements.

Carol of Drifting Snow. For S.A.T.B. (8000), 18 cents; Unison (8007), 15 cents; S.S.A. or T.T.B. (8061), 18 cents; S.A. or T.B. (8062), 16 cents, and organ by J. McCauley Dougherty and Cyr de Brant. This composition in minor has a facile melodic line and is written with restraint and delicacy. The Latin text by Rev. Joseph Bluett, S.J., is superb.

Missa in hon. S. Josephi Calasancii. For two equal voices, S.A. or T.B. with organ or melodeon by Oreste Ravanello, op. 63 (8036), score, 60 cents, parts, 30 cents. A very fine Mass first published more than forty years ago. The editing of this reprint by Cyr de Brant consists mainly in shortening connecting cadences and eliminating superfluous repetitions. Since the pruning knife was applied at all, why were not the syllables of *cleison* properly separated, thus: *e-le-i-son*? Why mislead the singers to mispronounce the word? (This stricture applies to many recent Masses.) The Mass is thematic (strictly), melodious with a fluent accompaniment whose restriction to the organ in this re-edition is a mistake. Its logical development aids materially to bring it within easy range of the average choir.

Missa "Sancti Spiritu." For S.A.T.B. and organ by A. Gretchaninoff, op. 169 (8017), score, 80 cents. Passing over the unusual title, this Mass "by so distinguished a composer as A. G." (publisher's blurb) lacks the fundamental requisite of Catholic church music, the liturgical spirit. If it is a sample of future church music, the scarcity of high Masses, so much lamented in our days, will only increase. The composition, however interesting (bizarre) harmonically and rhythmically, lacks dignity and poise, the organ particularly indulging in not a few puerile capers. It is not liturgical music.

Missa O Magnum Mysterium. For S.A.T.B. by L. T. de Victoria, transcribed and arranged by Cyr de Brant (8069), score, 80 cents. Tomas Luiz de Victoria, a Spaniard, came to Rome and under Roman influence early in life. He was a close friend and admirer of Palestrina whose beard he not only copied but whose style he also imitated so closely that it is at times difficult to distinguish one from the other. This Mass is built up on themes taken from the motet of the same name; its disposition is clear and its development brilliant. Only for choirs fairly familiar with the classic polyphony. The parts have been condensed on two staves for practice. Why the inconsistency in the sub-joining of the *Kyrie* text?

Missa "Adeste Fideles!" For S.A.T.B. by Rev. Carlo Rossini (8077), score, 80 cents; S. and A. parts, 35 cents each. This Mass makes use of six different Christmas themes not at all of uniform worth. Three of them

can be classed as stately and dignified: the Gregorian *Jesu Redemptor, Ave Maria*, and the hymn *Adeste Fideles*; the others suffer from a certain degree of levity, triteness, cheapness, most of all the *Silent Night* so obtrusive in the *Benedictus*. These are carols pure and simple suggesting the fir tree, colored lights, tinsel, the punch bowl, and what have you? Nothing proves this more convincingly than the inability of a competent writer to disguise their real character.

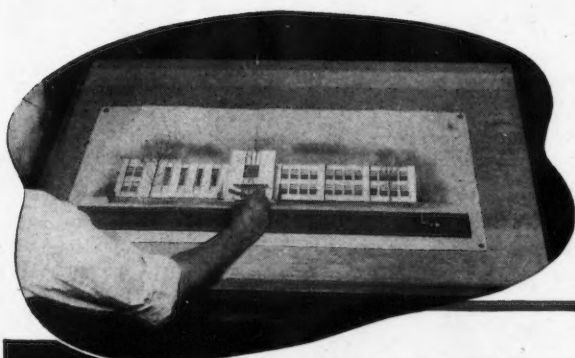
Offertoria Dominicalia. Offertories for all Sundays and Principal Feasts for S.A. or T.B. with organ by Rev. Carlo Rossini (8070), score, \$2. Most of these numbers are welcome acquaintances from about forty years ago. They belong to the aristocracy of the German Caecilian school. Here they appear revamped and augmented by 11 numbers in the same style from Father Rossini's pen. Nothing better in this line exists. The author states in the preface: "The Italian pronunciation of the Latin is prescribed by the Church." This reviewer and others would be grateful to the author if he quoted chapter and verse of that alleged ecclesiastical prescription. — J. J. P.

COMING CONVENTIONS

February 13-15. Music Teachers Association, at Detroit, Mich. Dr. Charles T. Quarles, University of Missouri, Columbia, Mo. • **February 19-21.** American Association of School Administrators, at Hotel Stevens, Chicago, Ill. Other sectional meetings: February 27-March 1, at Denver, Colo.; March 5-7, at Pennsylvania Hotel, New York, N. Y. • **February 19-21.** American Education Research Association, at Chicago, Ill. Daniel Segel, U. S. Office of Education, Washington, D. C., secretary. Another sectional meeting: March 5-7, at New York, N. Y. • **February 21-23.** American Association of Junior Colleges, at St. Louis, Mo. Dr. Walter C. Ealls, 1201 Sixteenth St., N.W., Washington 6, D. C., secretary. • **February 23-25.** Pennsylvania Catholic Educational Association, at Philadelphia. Rev. Daniel Egan, St. Francis College, Loretta, secretary. • **March 8-10.** American Camping Association, at Boston, Mass. Wes Klensman, Boy Scouts of America, 2 Park Ave., New York, N. Y., president. • **March 28-31.** Eastern Commercial Teachers Association, at New York, N. Y. Raymond C. Goodfellow, 31 Green St., Newark, N. J.

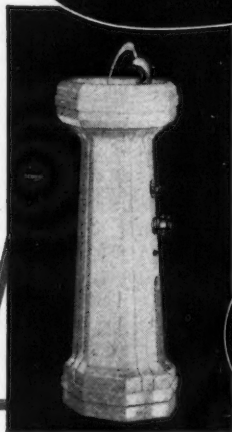
EIGHTH CONFRATERNITY CONGRESS

The eighth National Congress of the Confraternity of Christian Doctrine will be held at Kansas City, Mo., October 12-15, under the patronage of Bishop Edwin V. O'Hara, D.D.

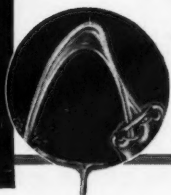


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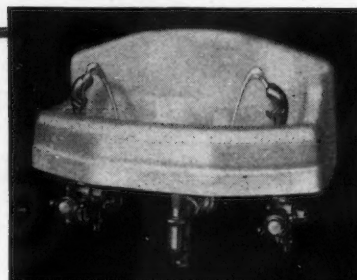
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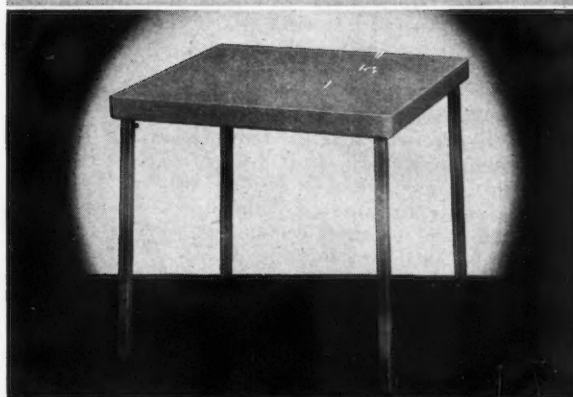
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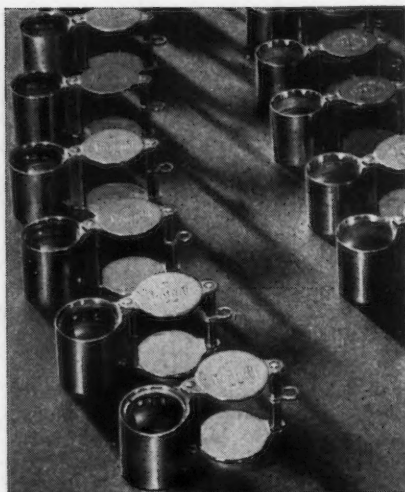
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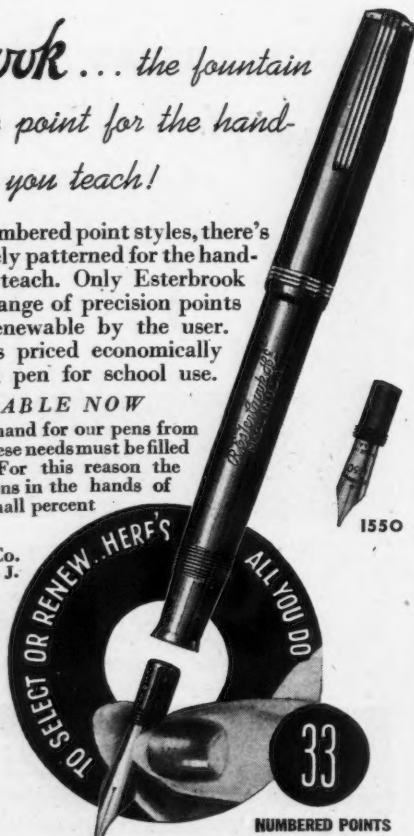
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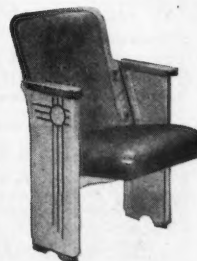
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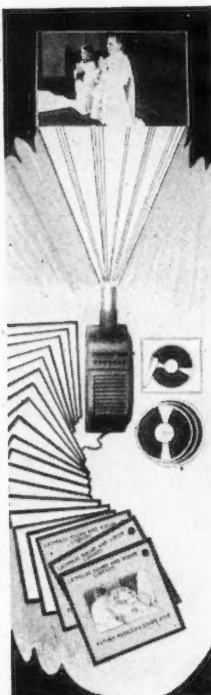
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